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ABSTRACT

A 1977 Association of Research Libraries (ARL) survey showed that more than 80 member libraries had staff persons designated as personnel officers. In a series of in-depth interviews in the spring of 1978 with some of these personnel officers, the main factors contributing to changes in personnel functions were identified as: (1) a growing number of governmental regulations and guidelines, (2) increasing staff needs and demands within a complex organization, and (3) recognition by library leaders of the importance of committed staff. A concise summary at the beginning of this collection discusses affirmative action guidelines, changes in the nature of the job market, the adoption of faculty governance models, unionization efforts of library staffs, and training and counseling for library supervisors. The kit also contains: (1) documents on changes in personnel functions from University of Connecticut, Duke University, and Princeton University; (2) examples of selection and performance evaluation programs/processes from Stanford University and University of Connecticut; and (3) three examples of staff development and training programs and activities from University of Connecticut ("Staff Sharing Program," "Consideration in Planning Training for New Employees," and "Guidelines for Planning Departmental Presentations for Staff"). An evaluation sheet for this Systems and Procedures Exchange Center (SPEC) kit is provided. (THC)

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The Changing Role of Personnel Officers

Kit 45

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The materials in this Kit were collected from a survey of the member libraries of the Association of Research Libraries. They were selected for inclusion here because they are among the best examples received of current management practices in academic and research libraries.

These documents are working tools developed by individual libraries to meet their specific purposes. The materials are not intended to provide models or prototype systems that can simply be copied by other libraries. Instead, these illustrations should stimulate further innovation and improvement in the management practices of academic and research libraries.

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The adoption of faculty governance models has required input from personnel officers. More committees are involved in determining salaries, in promotion and tenure discussions, and in hiring decisions; planning in these areas has become a high priority item

for most libraries. In all of these instances, documentation, statistical comparisons, and background information must be compiled. At the same time, the personnel officer carries the responsibility of insuring confidentiality and rights to privacy.

Due to the unionization efforts of library staffs, personnel officers have become much more knowledgeable concerning collective bargaining. Many library personnel officers find themselves on collective bargaining boards for the university because of the library's large population of support staff. While salary negotiations are one part of this assignment, support staffs also are asking for clearer, more equitable policies; manageable grievance procedures; and better trained supervisors. One response to these requests has been more attention to staff training.

For many personnel officers, their most important function is to provide training and counseling for library supervisors. As federal regulations and guidelines change and emerge, supervisors need information on how to apply these rules. Some personnel officers report they have written procedures and designed training programs to assist supervisors in updating their understanding of changes in union activities and issues. Because supervisory training is a large area of responsibility, personnel officers are employing a variety of methods. University training programs often are used, but these tend to be insufficient for library needs. Workshops, institutes and conferences also are proving helpful. In other cases, personnel officers work with outside consultants to design training programs specifically for local needs.

In the area of staff training, technological advancements such as OCLC and related networks, computerized search services, and automated circulation systems have created a need for new training programs. While some formal training is available in these areas, many personnel officers are developing training manuals or organizing workshops to deal with specific library applications of the technology. Sometimes colleagues who are experienced with the technology are asked to provide training, and some personnel officers have arranged staff site visits to libraries with similar systems.

In the next few years, personnel officers will find themselves dealing with an increasing variety of responsibilities associated with staff development, training, implementation of policies and guidelines, recruitment, career counseling, performance appraisal, and other staff needs. Within this environment of change, it is easy to become involved mainly with reacting to problems as they occur. By planning for the future, however, a personnel officer can design and operate systematic programs which will assure an efficient and qualified staff, thus contributing much to the development of the entire library organization.

The SPEC Kit on the Changing Role of ARL Library Personnel Officers (# 45) contains nine documents (76 pages) on changes in personnel functions, selection and performance evaluation processes/programs, and staff development/training programs.

Kit #45 is available for \$7.50 to ARL members and subscribers and for \$15.00 to all others, prepayment required, from: SPEC Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036.

THE CHANGING ROLE OF PERSONNEL OFFICERS
IN ARL LIBRARIES

KIT #45 - JUNE 1978

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- Performance Evaluation Training Program - University of Connecticut 10 pp.

Examples of Staff Development and Training Programs/Activities

- Staff Sharing Program - University of Connecticut 4 pp.
- Consideration in Planning Training for New Employees - University of Connecticut 1 pp.
- Guidelines for Planning Departmental Presentations for Staff - University of Connecticut 2 pp.

SPEC Kits #3 (Personnel organization) and #18 (Staff Development) also deal with this topic.

The following actions have been taken in the area of staff development at the University of Connecticut Library as a result of recommendations made by the MRAP Staff Development Task Force.

I. Personnel Librarian Position be Created

The position of Assistant Director (Personnel) was filled in September 1975. Staff Development was not initially a priority in establishing a personnel function in the Library because of the need to first develop basic aspects of a personnel program. During 1976-77 and 1977-78 far more attention has been given to staff development both in identifying needs and developing specific activities.

II. Establish a Planned and Comprehensive Staff Development Program and Study Projected Personnel Needs

The Library Personnel Committee is currently assisting the Assistant Director in conducting an assessment of development and training needs by a careful evaluation of information gathered in a job analysis. This information will be reviewed with Library administrators, department heads and staff and a recommendation based on this needs assessment should be completed by late spring 1978. The recommendation will identify areas in which the Library should develop particular library-wide training activities or material both in the areas of skills training and conceptual/knowledge development as well as suggesting new approaches to training such as team teaching, role play, etc.

III. Establish Supervisory Training

Some supervisory training has been provided over the past year to support specific programs/changes in the Library. Once a staff development program is established, training in this area should be more comprehensive and systematic in approach. Training which has been provided over the past year and a half has consisted of a session for student supervisors on evaluation of student employees; interviewing techniques workshops and a workshop on job instruction given in cooperation with Yale University Library for department heads; performance evaluation workshop and a session on the new collective bargaining agreement for all department heads and heads of branch/professional school libraries; orientation session for all professional staff in the Library system.

The interviewing techniques workshop will be presented again during the spring or summer 1978 as well as follow-up session on performance evaluation and the appraisal interview.

IV. Provide Orientation for New Staff

Orientation to the Library is provided for new student assistants and regular staff. The orientation though different in specific content and length consists of orientation sessions, tour of the facility, a Handbook and other appropriate materials.

During the past year, each Library department has developed and presented for all interested staff, presentations of the activities, plans and problems of the department. A variety of approaches and materials were used and materials developed including videotape, slide-tape shows, role play as well as a vast array of departmental tools and materials were displayed. These sessions will be repeated on a yearly basis, and it is hoped that much of the content of these presentations will eventually be put into an a-v format in order to include as part of new staff orientation and training.

V. Assistant Director Provide Assistant to Department Heads with regard to Staff Development and Training

Guidelines have been developed to assist department heads in planning on-the-job training for new employees. In addition, the Assistant Director has provided, when requested, specific assistance to department heads in the planning of on-the-job training.

Guidelines for the departmental presentations were also developed to assist department heads by providing suggestions on the organization of the presentation and the development of audio-visual materials.

A process of maintaining records of staff participation in professional activities has also been initiated. Staff request advance approval to attend professional activities (conferences, workshops, and the like) and the request/approval form is filed in the personnel office. This can be reviewed at any time by department heads and/or library administrators to determine the extent to which we are supporting staff development and continuing education activities and who is participating in these activities. This system will assist in maintaining a balance in participation among Library staff. We have already seen in the past few months greater participation on the part of University Library Assistants in local and regional library activities.

IV. Other Staff Development Activities

Flexible Scheduling. Based on an interest of the Library staff, a policy on flexible scheduling (including flexible hours and the four day work week) was developed by the Assistant Director after considerable research and evaluation by the Personnel Committee. The policy was implemented in July 1977.

Staff Sharing Program. This program is in its second year and provides staff the opportunity to work in another department for two-four hours a week over a year performing a variety of responsibilities. There are currently fourteen staff member participating (clerical, University Library Assistants and Librarians) and four departments - Acquisition, Circulation/Information Desk, Map Room and Reference. A well defined structure for this program has been developed which includes selection procedures, definition of objectives and responsibilities within each participating department, and evaluation of the program and participants. In the future, application for this program will be handled with requests to serve on Library committees in order that opportunities for staff participation can be balanced among the staff.

Tuition Reimbursement. Library staff are now receiving tuition reimbursement as provided by collective bargaining agreements covering all Library staff. In addition, the ability of staff to take daytime courses at the University has improved under the flexible scheduling policy.

Professional Development Funds. Professional staff now have funds available through their collective bargaining agreement for attendance at conferences, workshops and short courses.

Library Committees. There are currently eight committees in the Library which provide staff an opportunity to participate in a variety of activities. The Personnel Committee in particular offers considerable opportunity

for staff participation. The Committee is comprised of two representatives from each category of staff (clerical, University Library Assistants and Librarians) with half of the committee elected by staff and the other three representatives appointed by the administration.

Special Topical Programs. Library departments develop and present training for specific staff/departments on special topics such as OCLC, automated serials project, and so forth.

Sheila Creth
Assistant Director (Personnel)
University of Connecticut Library

March 1978

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DUKE UNIVERSITY
DECEMBER 1977

This is a working paper only, to be reviewed by the Long Range Planning Committee and the Library Council before a final report is written and submitted to the University Librarian

Report of the
TASK FORCE ON PERSONNEL AND STAFF DEVELOPMENT

December 9, 1977

Submitted to:
Long Range Planning Committee
Duke University Libraries

Ann F. Stone, Chairman

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INTRODUCTION

In recent years there has been increased emphasis on the importance of the personnel department in libraries because this unit plays such a vital role in implementing the library's programs and in developing its human resources. A direct relationship exists between the effectiveness of the library and the degree to which this role is realized and achieved. Believing that personnel management is a major subsystem of all organizations, the Task Force on Personnel and Staff Development examined many facets of the personnel function: (1) recruiting and hiring, (2) orientation and training, (3) appraisal and promotion, (4) salary and benefits, (5) staff development and continuing education, and (6) morale. We also considered the staffing needs of the personnel department and the question of student employees.

Early in the planning process individual members of the Task Force were assigned specific areas for in-depth study. The group began by recording current conditions, or what is being done now in each category. Simultaneously, members examined the literature; reviewed staff, faculty, and student questionnaire responses; conducted interviews; and generated additional questionnaires and surveys. The findings from these efforts are the basis for the recommendations and goals included in this report.

STAFFING THE PERSONNEL DEPARTMENT

The department of personnel administration is generally viewed as a specialized staff department at the executive level whose function is to encourage, advise, and assist management officials to adopt attitudes, develop policies and methods, and apply skills which will release the productive and creative energies of all employees. No personnel department is stronger than its component parts. To give any library unit unique and essential tasks without sufficient staffing is a disservice to all concerned. Studies verify this viewpoint: "Our experience . . . suggests that appropriate organization and staffing of the personnel department can enhance the effectiveness of the personnel function."¹

At present, the Assistant University Librarian for Personnel and Staff Development (hereinafter referred to as the Personnel Director) is responsible for the personnel function in the Perkins system, assisted by a full-time staff assistant, who is also a part of the general office staff, and a half-time clerk-typist. The latter position must be almost completely discounted--the job is often vacant and rarely filled by an incumbent capable of working without

¹Faulkes, Fred K. and Henry M. Morgan. "Organizing and Staffing the Personnel Function," Harvard Business Review, May-June, 1977, p. 143.

minute supervision, even if one should stay long enough to learn the requirements of the job.

The result of this minimal level of staffing is that the Personnel Director and the assistant must be so involved in routine matters that they are unable to perform many of the functions which they recognize as necessary and which the staff expects of them. In almost every area within our study, we found unmet needs, the fulfillment of which logically would be the responsibility, at least in an initiating or coordinating capacity, of the personnel department. Some of these needs are concrete, such as manuals and handbooks. Some are more abstract, such as a look at needs themselves: a system-wide assessment of current projected staffing requirements of the Duke University Library, with the objective to identify needs, set goals, assess resources and ultimately, design and implement a staff development program. This program would not only be concerned with the needs of the Library, but also would assist individual staff members in defining and achieving their career goals.

The many duties, functions and activities which the Task Force has identified as essential to the personnel operation are listed in detail in the four proposed job descriptions. (Appendix I)

The Task Force recommends that a fully staffed personnel office be established, to include a Personnel Director, an assistant, a secretary, and a Human Resources Director.

LONG-RANGE: Appoint a full-time Human Resources Director who would report to the Personnel Director and be responsible for planning and implementing staff development programs, as well as developing a coordinating orientation and training programs. Since no staff position should be created without adequate secretarial assistance, a full-time clerk-typist should also be employed.

INTERMEDIATE-RANGE: A less satisfactory alternative to the creation of a new position of Human Resources Director would be the assignment of a present member of the staff to the Personnel Office for twenty hours each week. Another possibility, but even less acceptable, might be transferring functions described in the Human Resources Director's job description to individuals or committees either on an ad hoc or a continuing basis. Staff members assigned to the Personnel Office would probably lack the personnel training and expertise that would be required of a candidate hired from the outside. The Personnel Director should therefore provide aid in working out a program to obtain whatever additional education is necessary. Any courses, workshops, and seminars required should be on library time and at library expense.

SHORT-RANGE: Create a new position of Secretary of the Personnel Unit in place of the present half-time clerk-typist position. Providing high-quality secretarial support for personnel operations is an absolute, rock-bottom necessity. Amend the position of the Staff Assistant for Personnel, eliminating all activities which are not personnel-related and transferring some activities to the new secretarial position.

Office space for the personnel function of the Library is at present inadequate. The Personnel Director has a private office, but the Assistant and the clerk-typist have desks in the administrative offices' secretarial area. It is in this area that the Assistant must carry on her personnel functions with three other desks in close proximity, phones ringing, and people coming into the office for various reasons.

This Task Force recommends that a private place be provided for the staff assistant to interview candidates, conduct exit interviews and hear staff concerns.

LONG-RANGE: Provide adequate office space for the members of the Personnel Department.

INTERMEDIATE-RANGE: Assign a permanent location, as close to the administrative offices as possible, in which the Staff Assistant can carry out personnel functions involving interactions with people. A locked carrel is one possibility. Work space in the area of the administrative offices should be set aside for the half-time Human Resources Director.

SHORT-RANGE: Establish, as a matter of policy, that the Staff Assistant will conduct personnel functions involving interaction with people in a place offering more privacy than her desk in the administrative offices secretarial area.

This Task Force believes that the implementation of a fully staffed Personnel Department with adequate office space is necessary for the accomplishment of the further recommendations in this report.

RECRUITING AND HIRING

The purpose and ultimate goal in recruiting and hiring is attracting and hiring the right person for the right job, not necessarily the person with the most impressive education. Employing a person with academic training and work experience far beyond the realistic requirements for a position can result in a bored and disgruntled employee. Hiring a person with only minimum requirements can also result in an unhappy employee, one who finds himself unqualified

to apply for promotional transfers because of insufficient post-secondary education or lack of foreign language skills. Somehow a happy medium must be found between the two extremes.

This Task Force recommends that qualifications be appropriate to the job and to the demands of long-term needs. All departments should concentrate on hiring the right person for the job without placing undue emphasis on the over-qualified applicant.

INTERMEDIATE-RANGE: Provide realistic job qualifications. Hire the right person for the job in every department, with job descriptions so accurate that a person knows the specific requirements of the job.

SHORT-RANGE: Establish policies to insure more realistic job qualifications and concentrate on hiring the right person for the job without placing undue emphasis on the over-qualified applicant. Assign to the Personnel Department the responsibility for training supervisors to this end.

For professional vacancies, recruiting is generally, but not always, initiated by posting the requirements of the position within the Perkins Library system in order to give current staff members an opportunity to apply.

For the sake of staff morale and to uphold the integrity of the Library Administration, the Task Force recommends that all professional vacancies be posted, not just those for which a preferred candidate has not already been selected.

SHORT-RANGE: Establish a Library policy that all professional vacancies will be posted for at least two weeks before the position is filled.

At present professional vacancies are advertised in the New York Times and American Libraries, the former reaching unemployed librarians and the latter reaching librarians seeking promotion or advancement. Active recruiting is also conducted at American Library Association meetings if vacancies exist.

Applications are first screened to eliminate those which fail to meet the basic requirements of the position. In the immediate past, for administrative positions, screening committees have been chosen from representative groups within the Library. These committees have done an admirable job. Applicants for professional vacancies at lower levels are screened by the Personnel Director with the assistance of the department head and/or others designated by the department head. Usually all members of the work unit involved have an opportunity for input before a final decision is made. We strongly endorse this practice. The Committee on Appointment and Promotion recommends the

level at which each interviewee should be appointed. The final decision as to which applicant is selected is made by the University Librarian, with the concurrence of the Provost.

For supporting staff vacancies, no formal recruiting program is carried on by the Library. Vacancies are posted within the Library system, except those at the lowest level. Evidence of such posting must be submitted to the Employment Office along with the Employment Activity Report (or requisition) listing the requirements for the position. Before a vacancy can be filled by an outside candidate, it must be posted in the Employment Office for one week (Monday through Friday). The University Employment Office is doing an adequate job of referring applicants to the Library, except at the lower levels. One wonders what becomes of all the bright young high school graduates.

Until recently there was a shortage of minorities employed in the Library beginning at level 6. If an outside minority applicant was interviewed for a vacancy at these higher levels, a form was returned to the Equal Opportunity Office stating whether or not the candidate was employed. If not employed, a reason had to be given. The candidate with the best qualifications can now be hired, regardless of race or sex. We strongly urge that the University avoid the racial imbalance of a few years ago which prompted a ruling by the Personnel Office that all vacancies be held open for 28 days in an effort to locate a minority candidate who met the minimum requirements for the job.

ORIENTATION AND TRAINING

Initial orientation and training of staff is of primary importance to the Duke University Library. It is during this stage that morale, attitudes, and work skills are created. This period determines, to a large extent, the future of the employee in the Library and has a definite effect on how the Library meets its organizational goals. Positive, organized, and on-going orientation and training is well worth the effort and money expended since it makes for better employees and a better library. Orientation involves acquainting the new employee with his/her work environment, with work expectations and philosophies, and with the meaning of the job and how it relates to the total mission of the institution. Job training is the process which adapts a new employee's skills to present job requirements and enlarges those skills for future job requirements.

Historically, when Duke University Library was smaller, there was a limited but organized, program of orientation. This program consisted of explanatory talks by administrative staff and tours of the main library areas and departmental

libraries. In recent times the Library has greatly expanded, is undergoing rapid change, and finds itself in a transitional state moving toward the technological age in librarianship. Specific orientation and training is needed more than ever before, but is, in fact, far less organized than in the past. There now exists a haphazard system with no overall guidelines. The Duke Personnel Office and immediate supervisors do general orientation for the supporting staff. The Personnel Director orients professional staff primarily during the interview process. There is no staff handbook for professional staff. The Duke University Library Staff Association conducts an orientation tour of the main areas of Perkins and gives a coffee-social. Job training, sometimes limited, is conducted by supervisors through a variety of methods and often without the aid of up-to-date manuals. There is no overlap time with predecessors for supporting staff and seldom for professional staff. There have been two in-house courses during the past year which addressed both training and staff development needs, one for supervisory training, and another for basic German; but the Personnel Director has not had time to conduct a full program.

Orientation and training requires administrative policy and philosophy which values human resources and not only permits but encourages the development of employee potential. Orientation and training requires the attention of a full-time personnel officer for staff development (the human resources director recommended earlier) who can create and organize a comprehensive program and insure its implementation throughout the Library system. The value of the program must be communicated and understood throughout the organization.

The success of an orientation and training program depends on (1) an atmosphere conducive to growth, where development is encouraged, where staff is utilized to the utmost; (2) clarity in administrative goals, policies, and philosophies sufficiently communicated to enable the employee to understand how his job fits into the total picture as well as exactly what is expected of him; and (3) emphasis placed on the supervisor's responsibility for encouraging orientation, training and staff development. Job training should grow out of meaningful communication between supervisors and the librarian for staff development regarding staff needs and institutional needs. From this communication a structure for training needs could be developed.

The Task Force recommends an organized orientation and training program implemented by a Human Resources Director, actively supported by the Library administration, and given priority throughout the organization.

LONG-RANGE: Establish an organized orientation and training program under the

leadership of the Human Resources Director. Train employees to understand thoroughly their own jobs as well as to understand how their jobs fit into the overall library structure. Maintain a climate to encourage staff utilization and growth.

INTERMEDIATE-RANGE: Provide up-to-date manuals in every department for every job. Create a library policy manual. In addition to general orientation tours, conduct tours in departmental libraries and provide mini-courses in technical services, documents, and reference.

SHORT-RANGE: Prepare a professional staff handbook and keep it updated. Prepare a manual for supporting staff interpreting Library and University employment policies and practices. Allow for overlap of jobs when job duties are complex; allow job overlap for library transfers. Create a "buddy system" which assigns an experienced employee to a new employee to give general orientation. Establish procedures for follow-up orientation and interviews by supervisors and a library personnel representative. Provide a packet of informational materials to be given to each new employee to include general information on the Library such as organizational charts and a brochure of key personnel policies; information on Duke University and its cultural opportunities; and information on the Triangle area, using city and state maps and tourist-site leaflets.

STUDENT ASSISTANTS

One staff area which is greatly neglected is that of the student employee. The prevailing philosophy is that the student remains with the Library for too short a period of time to be worth very much investment of thought, salary, orientation, training, or general integration into staff processes. Yet, the Library continues to depend on students more and more for their work efforts. Students free supporting staff for more specialized tasks. They man circulation desks and act as the Library's representatives, often ill-prepared to answer questions from the user. The Library is a complicated tool which students need to learn how to use. Given some training, students are capable of performing on a complicated level. Unfortunately, the Library pay scale for students is one of the lowest on campus. Some students come here as a last resort and many leave when they can for better paying jobs. The apparent savings to the Library from the low pay scale does not justify the problems of turnover, and the resulting low quality of patron service.

Student assistants should not be employed unless they are willing to agree

to work an absolute minimum of one semester, and should preferably commit themselves for an academic year. If a student decides not to work beyond the minimum period, he should inform his supervisor prior to the end of the semester.¹ Students employed for duty at circulation desks should be screened with care and should have had at least one year of previous library experience, since library knowledge and public relations abilities are necessities for working with library patrons.

The Library should have an outreach program for recruiting student employees. Descriptions of library employment opportunities should be mailed to incoming work-study students. Two years ago a Library representative met with work-study freshmen at the time the financial aid representative had them assembled. This should be a regular procedure with this representative extolling the advantages of library work. The possibility of competing for a regular staff position after graduation could be an added inducement for gaining experience in the Library in addition to the educational value of learning techniques in using a university book collection.

The Task Force recommends that the student employee be considered a vital part of the Library work force to be recruited, oriented, trained and entitled to competitive pay.

LONG-RANGE: Create a Library policy for hiring only those students who will commit themselves to an extended period of employment. Develop, publicize, and encourage a work-incentive program for students which would teach a student how to use the Library through library work. Allow the student to gain instruction and experience in various areas when feasible, with real emphasis on his instruction, thereby amplifying the Library's general student orientation program as well as improving the effectiveness of library service.

SHORT-TERM: Develop a recruitment program for students with early contacts and emphasis on the educational value of library duties. Create a pay scale for students which is competitive with other campus areas. Continue to budget money to reward students for merit and longevity. Make a general, all-purpose, student manual which would orient the student and save staff time in this area. Include basic materials such as a list of staff, organizational charts, floor plans, general rules of employment, and also basic work aids, such as filing rules, information about various catalogs and card files, information about departmental libraries, about stack arrangements, and how bibliographic information

¹ Lyle, Guy Redvers. "Student Assistants," The Administration of the College Library, 4th ed. New York, H. W. Wilson Company. P. 169.

is cited. Include students in library orientation and training programs. Stress to supervisors the value of job training to the student's education as well as to the Library's work efforts.

APPRAISALS AND PROMOTIONS

Performance appraisal is the technique used to let an employee know where he stands in an organization. Although the concept tends to be universally accepted in organizations, "no other area of management is so fraught with anxiety on the part of both supervisors and subordinates and has so much potential for either positive or negative consequences in terms of morale, motivation, and development."¹ Finding a systematic, fair means of evaluating Library staff has been a long-term concern at Duke University. In recent years the matter has received renewed attention from both Library administrators and staff. The need for increased efficiency in the face of budgetary constraints has necessitated a greater use and development of human resources.

During the early seventies University administrators demonstrated a heightened level of consciousness concerning evaluations by introducing the Job Planning and Achievement Review (JPAR). Designed for the supporting staff, the system provided a systematic and uniform method to review an employee's work performance, to identify ways to improve performance and to provide a basis for compensating employees based on their performance. In July 1976 the program was revised to include a numerical rating system to be used as documentation in evaluating employees for merit increases. Emphasis was placed on guiding participants to mutual agreement in the areas of job duties, measurable results, and future plans. Supervisor and employee discussed the factors of quality of work, quantity of work, job knowledge, initiative, and cooperation. Numerical ratings followed for each area with a scale of one (unsatisfactory) to five (outstanding) being used by the supervisor. Employees who received "above average" to "outstanding" ratings were eligible for merit increases.

When the plan was presented to Library supervisors by University representatives, it was described as the most difficult task supervisors had ever been asked to do. Nevertheless the advantages more than compensated for the required efforts. At last members of the Library staff were rewarded for merit. Subjective judgment diminished; communication between employee and supervisor

¹ French, Wendell. The Personnel Management Process; Human Resources Administration. Boston: Houghton Mifflin Co., 3rd ed., 1974. P. 361.

Improved significantly. Although there were some frustrations and a lack of overall standards, employees at all levels generally responded positively to the new approach.

After being in effect for only one year, however, the revised JPAR was discontinued for the academic sector of the University. In order to meet the need for a system of performance appraisal for the supporting staff, the Assistant Librarian for Personnel and Staff Development recently reinstated a modified JPAR plan within the Library. Even though there will not be a direct cause and effect relationship between the resulting evaluations and annual merit increases, the documentation generated should normally be compatible with recommendations for annual salary increments. The Task Force strongly endorses this modified plan.

In contrast to JPAR merit raises, annual raises for the supporting staff have frequently produced frustrations at all levels. Traditionally supervisors have rated individual employees according to an ill-defined formula: High, Average and Low. University administrators then assigned percentage increases in each category. Communication between supervisor and employee has often been lacking; monitoring the ratings has not been a part of the process.

Since 1974 for the professional staff, appraisals for promotion and continuing appointment have been conducted at prescribed intervals by peer review. Appraisals for annual salary recommendations have continued by supervisory review. Regardless of the purpose of the appraisal, the review process begins with an update of the librarian's job description, an update of job related and other professional activities, as well as an evaluation by the supervisor.

Beginning this fall an expanded performance evaluation system is being implemented aimed at developing the knowledge, capabilities, and skills of every librarian through improved communications, supervisory counseling, goal setting, self-evaluation, and periodic review. The new system is more clearly defined to insure that all librarians are judged for merit increases, promotion, and continuing appointment on the same basic information. The most important factor in any decision continues to be job performance.

Historically, annual raises for the professional staff have been determined largely by supervisory ratings similar to those for the supporting staff. Librarians did not necessarily receive information concerning recommendations made; monitoring existed only in a limited fashion. In March of 1977 an expanded rating system was officially introduced for salary determination only. Supervisors now rate each individual according to a five-point scale with optional

half-steps and separately notify each person of the rating. Monitoring will generally be performed by assistant and associate library administrators.

Since the initiation of a ranking structure for librarians, promotion has been possible without change of job, for rank adheres to the individual and not to the position occupied. Promotion occurs in accordance with the uniform criteria for promotion upon review by CAP, followed by the favorable recommendation of the University Librarian and approval by the Provost. Problems have arisen, however, concerning the strictness with which the criteria are interpreted and the adequacy of information to the librarian being reviewed. For the supporting staff, promotion occurs when an employee transfers from one position to another position of a higher classification level, or if the position is reclassified.

It is obvious that the Library has made progress in the areas of appraisal and promotion; nevertheless, much remains to be done. Supervisors have a major responsibility for training personnel and for developing a staff to meet present and future organizational needs. Staff members must be developed to their fullest potential in order to meet their own needs and goals, and at the same time to accomplish the objectives of the Library system and the University community as a whole.

This Task Force recommends the continued development of a well-designed system of performance appraisal. Equally important, the Task Force recommends that it be a matter of policy for each Library supervisor to be held accountable for the effective development of the Library staff. The Library Personnel Department should likewise be held accountable for training and assisting supervisors to this end.

LONG-RANGE: Refine the program of staff performance appraisal to insure that all evaluations are fair and monitored. Reward staff according to merit. Appoint supervisors on the basis of supervisory ability rather than job knowledge, train them for the role expected, and evaluate them accordingly. Establish procedures for upward as well as downward review. Promote the growth and development of employees by encouraging promotion when possible, otherwise by enlarging the job or increasing the salary.

SHORT-RANGE: Evaluate the success of the Library JPAR program for the supporting staff and the expanded performance evaluation system for the professional staff. Provide an on-going supervisory training course to assist supervisors in performing their managerial functions. Change job descriptions for supervisors to reflect their supervisory duties and include therein a responsibility for the growth and development of employees. Establish criteria for evaluating the

supervision given, including a pilot program for upward review. Require supervisors to expand duties for employees and encourage promotion whenever possible. Challenge staff members to accept and welcome opportunities for growth as they are presented.

SALARIES AND BENEFITS (SUPPORTING STAFF)

There is a basic minimum compensation for which an organization can reasonably expect to secure a talent, to employ and hold a mind. This minimum is dependent on the organization's needs and the competition which it has for the needed individuals. At Duke University Library, we need individuals with language and other specified skills to carry out the functions of the Library. We require that their judgment be sound, a situation which develops over time. Yet for a significant portion of the staff, that without M.S.L.S. degrees, we do not even offer this basic minimum for these specifications. We offer less.

We expect to draw upon a clerical community in Durham and upon the supply of college-educated minds in this region. This we do, not because we are competitive, but because of the oversupply in both areas. We train these individuals in clerical and/or library functions. They then often leave for higher-paying jobs in the Durham area with their new clerical skills or take their new library skills to another library, if they are able to do so. We trail the compensation levels at the University of North Carolina, Chapel Hill, for instance, by about \$1,000 per comparative level for most positions.

At the very least, we must stem the flow of trained personnel with an upgrading of our present nearly static salary system. Not to do so is costing us much in the constant training of new staff by even more expensive professional staff, with the overall result of a lower quality of service to our users.

This Task Force recommends a career-oriented salary ladder, based on seniority and ability, to acquire and hold the staff we need at competitive salaries.

LONG-RANGE: Make salary levels commensurate with career expectations. Take appropriate action in an effort to establish a legal basis for a system of supporting staff salaries tied to the individual in the manner of professional staff salaries. If such a basis can be established, institute such a system. In lieu of such a basis being possible, institute a system within the present wage structure, rewarding merit and maintaining individual salaries in such a manner that percentage differentials above the base for each level remain constant when bases are raised.

INTERMEDIATE-RANGE: Create more opportunities within the system in order that the Library may offer career level salaries.

SHORT-RANGE: Implement the plan to reclassify the supporting staff in accordance with the recommendations of the Committee on Classification.

One recent very discouraging development is the adjustment in University wage levels lessening the pay differential for long-time employees by scaling down the January 1978 raises for those above the minimum. Represented as a general raise, the end result was actually a relative cut for present staff over new staff and a blow to career development. The Task Force appreciates University efforts to increase salaries at the lower levels, but deplores the fact that the efforts seem to stop there.

The benefits offered the supporting staff are a very positive aspect of the job. In this respect the University is competitive with other institutions and private business, with the exception of retirement benefits. These are presently entirely university-funded, based on no more than 1 percent of the average of the last five years' salary multiplied by the number of years of employment. When this average is below \$7800, only 3/4 percent of that average is figured. Low salaries now prevalent therefore produce low benefits in this area, and the lowest salaries produce benefits proportionately even lower.

This Task Force recommends that an expanded pension plan jointly funded by staff and university be made available to all staff.

LONG-RANGE: Make TIAA-CREF available to the supporting staff, phasing out the present system.

SALARIES AND BENEFITS (PROFESSIONAL STAFF)

The Duke Library competes for librarians with other major research libraries throughout the country. Because of its excellent reputation, favorable geographic location, and other intangible factors, it has been able to build an excellent staff almost in spite of the level of compensation. It is becoming increasingly evident that intangible considerations, although important, are no longer enough to keep individuals from leaving for higher-paying positions, nor sufficient to entice experienced individuals from other systems in the absence of a competitive salary. "If Duke is to attract and retain the top quality staff necessary to maintain a first rate library, salary levels must be significantly increased."¹

It was not until 1972 that librarians at Duke became aware that it was

¹Duke University Library. Annual Report, 1975-1976. P. 1.

possible to compare their salaries with those of librarians at universities throughout the country. Although the Association of Research Libraries had been compiling and publishing an annual survey of median and beginning professional salaries for some years, the 1970-71 salary survey was the first to become available to librarians at Duke. Its distribution within the Library caused a great shock--it revealed that of the 78 university libraries surveyed, only three had a median professional salary lower than that at Duke. A petition, signed by almost two-thirds of the librarians in the Perkins system, asked that the University set as its goal that Duke librarians' salaries rank as high among all college and university libraries as Duke faculty salaries rank among college and university faculties.

In 1972 the Library and the University administration did make a special effort to raise librarians' salaries. The median salary for Duke librarians rose by 9 percent and Duke's position in the 1971-72 ARL survey was 32nd out of 78--towards the top of the fourth (lowest) quartile instead of near the bottom as in the previous year. We later learned that 1970-71 had been an especially bad year for Duke: the special effort in 1972 had returned us to approximately the position we had held in 1969-70 (58th out of 73, near the top of the fourth quartile), hardly a standing about which the Library or librarians could be proud.

This standing has not changed greatly through 1975-76, the latest year for which ARL figures are available: in that year Duke was 57th out of 87 academic libraries, below the middle of the third quartile. This position was in marked contrast to that of Duke faculty salaries in the annual salary survey of the American Association of University Professors. Both median faculty salaries (AAUP) and median librarian salaries (ARL) for 1975-76 were available for 77 universities. Of these 77, Duke's median faculty salary ranked 19th; Duke's median librarian salary ranked 54th.

The present Library administration has been very conscious of the fact that there is still much catching up to do in the area of librarians' salaries and has made improving them a matter of top priority. This year's increase of all salaries in the rank of Librarian by \$1,080 and in the rank of Associate Librarian by \$650, an increase in addition to the usual annual raise, was especially noteworthy. This increase was made possible by a grant from the Duke Endowment. It is a matter of concern among librarians that fewer than half of them received these increases. Another salary area which many feel needs to be addressed is the fact that only a token raise, \$200 last year, is

given to a librarian promoted to a higher rank.

It will not be possible to tell until the 1977-78 ARL survey becomes available a year from now what effect annual raises, including last year's across-the-board increase in the upper two ranks, will have on the relative position of the median salary for Duke librarians. The problem with which the University and the Library must contend, as they attempt to improve the position nationally of Duke librarians, is that the base from which we started was so low that it will take substantial increases over a period of time to improve our relative position. The Task Force knows of no other fair standard than that first presented in 1972.

The Task Force recommends that the University administration adopt as a standard for librarians' salaries that they should rank as high nationally, in comparison with all other academic library salaries, as the Duke faculty salaries rank, in comparison with all other faculty salaries and that funds sufficient to achieve these goals be allocated.

LONG-RANGE: Improve salaries sufficiently to achieve the standard outlined in the above recommendation.

INTERMEDIATE-RANGE: Increase salaries overall to approach more closely the standard outlined in the above recommendation.

SHORT-RANGE: Seek a commitment from the University administration to adopt the goal and work toward the achievement of the standard for librarians' salaries outlined in the above recommendation. Within the Library, institute the policy of granting a raise of at least \$500 to a librarian promoted to the next rank and provide an across-the-board increase for librarians in the rank of senior assistant librarian, each of these increases to be in addition to annual merit/cost-of-living raises.

Professional librarians at Duke are eligible for the same benefits and privileges as faculty members, with three major exceptions: tuition benefits for children, age of retirement and sabbatical leaves. Although librarians have never held or requested sabbatical leave, tuition benefits and the policy of retirement at age 70 applied to librarians on the same basis as the faculty prior to 1965. At present, tuition benefits are available only to children of those librarians who are considered to have been "senior professional library staff" (a designation never acceptably defined) prior to July 1, 1975. When the retirement age for librarians was changed from 70 to 65 in 1965, a fifteen-year grace period was instituted. Beginning with 1980, librarians must retire at age 65.

Since the Branson Committee Report in 1971, librarians have actively pursued the goal of returning to equality with the faculty in tuition benefits and age of retirement. It is imperative that the tuition benefit problem, the resolution of which has been "imminent" for well over two years, be settled.

The Task Force recommends that the tuition benefit question be resolved by the University administration and also that librarians be allowed to work to age 70 under the same conditions as the faculty.

SHORT-RANGE: The Library administration should continue to bring these matters to the attention of the University administration and should urge that they be resolved at once in the most generous and humane way.

STAFF DEVELOPMENT AND CONTINUING EDUCATION

The terms staff development and continuing education have come into prominence within the past ten years. The introduction of computer technology into the library, changes in librarians' perceptions of their role both within the institutional structure and in relation to their clientele, change in societal demands, even changes in cataloging rules and classification schedules, all have contributed to an awareness by individuals and library administrations that education for librarianship must be a continuing process.

This awareness soon led to a demand for guidelines. In response, the Staff Development Committee of the ALA Library Administration Division issued in 1971 what must still be considered the landmark statement in the area: "Guidelines to the Development of Human Resources in Libraries: Rationale, Policies, Programs and Recommendations."¹

The "Guidelines" included the following definition:

Continuing education is conceived as being a lifelong process through which individuals maintain themselves as competent people and grow to meet the challenges of change . . . Staff or personnel development more narrowly restricts those competencies to being job related, yet broadly defines that term beyond only knowledge and skills to include attitudes and behavior which thus involve the total person as a worker and member of a library organization.

Continuing education opportunities for Library staff members are many and varied, ranging from classes at local universities through attendance

¹American Library Association, Library Administration Division, Personnel Administration Section, Staff Development Committee, Guidelines Subcommittee. "Guidelines to the development of human resources in libraries: rationale, policies, programs, and recommendations." Library Trends, 20 (July, 1975), p. 98.

at national workshops and conferences. It is, however, often difficult and sometimes impossible for a staff member to take advantage of even those opportunities which might prove most useful. At present, Library support for and involvement in continuing education is limited: a modest sum for travel to conferences, some released time for classes, conferences and workshops, and, since 1976, sponsorship of an annual lecture under the cooperative program with other Triangle universities. Continuing education has been less accessible to members of the supporting staff than to librarians, in part because supporting staff members are more vulnerable and likely to be subjected to negative attitudes toward activities which "take you away from your job" as well as because of University policies regarding released time for classes. Support staff members have not been excluded from continuing education, but, in general, they have not been encouraged.

That continuing education is of concern to staff members was evident in responses to the Long Range Planning Committee's questionnaire about needs. Some of the staff suggestions were: offer an annual library lecture, establish an annual symposium focusing on "The Library and its role in Duke University," have continuing education workshops with structured classes conducted by trained, experienced personnel, and develop written guidelines and procedures for staff continuing education. A suggestion made to a member of the Task Force was that mini-courses should be developed in response to staff requests. Two that were specifically mentioned were a course in speed reading and a session on the metric system. A need identified by the Task Force members themselves was that library literature should be made more accessible to members of the Library staff, both through a current literature awareness service and by making sure that important material in the field of librarianship, material which a large research library should have in its collection, is ordered for the Library. Much such material of this type is already acquired, but responsibility needs to be assigned for its systematic acquisition.

The 1971 "Guidelines"¹ recognized that continuing education was too large a task for any one library to perform and made recommendations to "relevant groups." The Medical and Special Library Associations, among others, have been very active in developing programs of continuing education for their members. Unfortunately for general academic libraries and librarians, there is still no coordinated and sequential program of continuing education available to them.

¹Op. cit., pp. 111-115.

Such a program was another continuing education need identified by the Task Force, but for the present, Duke Library staff members will have to concentrate on in-house development programs and on utilizing whatever outside opportunities are available. The Library Personnel Department has an important role to play in the development of in-house continuing education activities as well as in working within national and regional library associations to help develop programs of continuing education. Further assistance from the Library is necessary: released time and financial support for continuing education activities are of vital importance if individual staff members are effectively to make use of opportunities available outside the Library.

At present, released time for classes is available according to guidelines (job-relatedness being the main criterion) and administrative leave for conferences, meetings and workshops has generally been granted upon request. Financial support is lacking; there is no budget specifically for such staff travel. This year's Library budget for travel is \$6,000, from which must come expenses of Library administrators travelling on Library business, expenses of staff members who have official duties or who represent Duke at conferences, expenses of people brought to Duke for continuing education or staff development activities, and, sometimes, expenses of candidates interviewing for positions at Duke. \$6,000 is not sufficient to cover all of these categories; often a person receives only a token payment to help defray expenses. Sometimes the travel budget can be stretched far enough to include non-official staff travel to meetings--last year each staff member who had already planned to attend the American Library Association meeting in Detroit received \$100. The money became available too late to influence anyone for whom it might have been a deciding factor to go. The announcement has already been made that this year \$100 will be available for travel to ALA only for those people who have official functions or who represent Duke.

The Task Force perceives a great need for money to encourage staff members to attend career-related meetings. Such support is common in the library world and available to our colleagues in near-by public universities, colleges and even technical institutes. For instance, at UNC-CH there is a budget this year of \$9,000 exclusively for non-administrative staff travel. This money is distributed by a staff committee according to published guidelines.

Another area where money is needed is for the support of continuing education activities within the Library. A request for such support is not being made at this point, but is part of a later recommendation that the Library

Personnel Department be granted a budget for staff development activities.

The Task Force recommends that participation by members of the Library staff in continuing education activities, both within and outside of the Library should be encouraged and that the Library Personnel Department should initiate, coordinate and provide leadership for such activities within the Library and should foster the development of continuing education programs among the Triangle area universities and on a state and national level.

The Task Force recommends that the Library promote the attendance of staff members at career-related conferences, workshops and meetings by providing financial assistance for this purpose.

LONG-RANGE: Establish a budget for staff travel sufficient to provide full, or at least significant, funding for a minimum of one career-related meeting/conference/workshop per year per staff member administered by a staff committee according to published criteria. The Personnel Director should work within national professional associations toward the development of a coordinated and sequential program of continuing education for academic librarians.

INTERMEDIATE-RANGE: Establish a budget sufficient to award \$100 per staff member for travel to career-related meetings outside the immediate area. The Personnel Director should work with his counterparts within the Triangle area to develop continuing education activities on a regional basis.

SHORT-RANGE: Select a committee to institute a current literature awareness service and to identify and order important material in the field of librarianship. Continue the present policy of granting released time for continuing education activities outside the Library with supervisors encouraged to take a positive attitude toward such activities. Develop a program for staff travel in small groups to meet individuals in similar positions at other libraries. Budget \$2500 for staff travel to career-related meetings. Recruit a committee to develop criteria and administer the distribution of these funds. The Personnel or Human Resources Director should plan, with the cooperation of individuals or groups (such as the Professional Affairs Committee of the Librarians Assembly and the Supporting Staff Council) for in-house continuing education activities to meet expressed staff needs.

The preceding recommendation and goals have addressed organized continuing education activities. There is one other area of continuing education which needs to be considered. In 1974, the Librarians Assembly, with the approval of the University Librarian and the Provost, adopted "dedication to librarianship" (defined as keeping pace with professional developments and contributions to the profession) as part of one of the criteria for promotion. It later be-

came evident during open sessions to discuss promotion and continuing appointment that this criterion was regarded as extremely important by the Library administration and might even be a determining factor in promotion and continuing appointment recommendations. Primarily as a result of these sessions, librarians became acutely aware that "dedication to librarianship" was not "extra" but part of their jobs. The obligation to strive for professional growth is now implicit in all librarians' job descriptions, although only some have been revised to state it explicitly. There is a strong feeling among librarians that if professional growth is a job requirement, then the Library has an obligation to make available time for individual research and projects. Librarians recognize that as professionals they are not limited to a forty-hour week. They do feel strongly, however, that it should be possible to fulfill the requirements of their job within a normal work week.

Although released time for individual research and projects is essential to librarians, the Task Force believes it would be a mistake absolutely to prohibit access to such time by members of the supporting staff. Many members of the supporting staff have interests, abilities and educational backgrounds parallel to those of librarians and have much to offer the Library beyond the narrow requirements of their jobs.

The Task Force recommends that released time be available to librarians for individual projects and research, according to guidelines to be established. The Task Force further recommends that such time be available to members of the supporting staff who, with the concurrence of their department heads, plan to engage in a project or research beneficial to the Library and that guidelines be established for the use of such time.

SHORT-RANGE: Appoint a committee consisting of the Personnel or Human Resources Director and representatives of the Librarians Assembly and Supporting Staff Council to draw up guidelines for the use of released time for individual research and projects. Institute the policy of allowing released time for individual research and projects according to the guidelines drawn up by the committee.

One difficulty with discussing continuing education and staff development in the Duke Library is that the terms are in general usage here with connotations much narrower than the definitions from the "Guidelines" which was quoted on page 16 of this report. Among the Library staff, the determining factor is generally understood to be whether an activity was initiated by the individual (continuing education) or required by the Library (staff development). That

such a distinction is artificial is obvious if one reflects on the nature of the learning process and of library jobs. Also, research by E. W. Stone¹ has found that although extrinsic conditions (distance, cost) can deter a librarian from participating in a continuing education activity, the most important factor motivating participation was subject matter related to the librarian's actual job.

Continuing education has become so closely associated with individual initiative in the minds of Duke librarians that one often hears, "Surely continuing education is not the Library's responsibility." The answer is that it is a shared responsibility between the Library and the individual with the goal being greater organizational effectiveness through increased individual competency. The individual has a responsibility to assess his own needs and to work out a self-development program, not just "take courses" and "go to meetings." The Library has a responsibility to provide a climate which will encourage participation in continuing education, the most important factors being a positive attitude of the immediate supervisor, provision of or guidance in identifying courses which meet the needs of the Library and the staff member, an on-the-job situation which motivates continuing education by providing challenges to be met, and financial support, indirectly through released time and directly through an adequate travel budget.

The Task Force has not found it useful in its recommendations and goals to make distinctions between specific activities on the basis of where they might be placed on the continuing education/staff development continuum. All activities in which a member of the Library staff engages because he is a member of the staff doing a particular job or trying to prepare for future responsibilities in the Library have been included in our recommendations under continuing education. Learning activities which are completely unrelated to librarianship or one's job are excluded altogether.

In recommendations concerning staff development, the Task Force will not deal with individual activities. Recent activities which meet the criterion of having been initiated by the Library and are therefore generally considered to be staff development include a German language class, a cataloging refresher course, a "meet your counterparts" program among Triangle universities, and a supervisors' training course conducted by the Assistant University Librarian for Personnel and Staff Development. Each activity had the advantage

¹Stone, E. W. Factors Related to the Professional Development of Librarians. Metuchen, N. J., Scarecrow Press, 1969. Pp. 201-206.

of being designed to meet a demonstrated need, but only the supervisors' training course had the unity and progression necessary for it to be called a program.

The Task Force perceives a great need for the institution of a comprehensive and integrated program of staff development in the Library. This program should be based on an assessment of needs--not only current and projected needs of the Library as an organization within the larger University community, but also the needs of the Library staff.¹ It was because we believe that it will not be possible for the Library Personnel Department to carry out such a program with its present level of staffing that we recommended that the position of Human Resources Development Director be established (see Appendix I - B for job description). Even if this position is not established, we believe that the development of such a program must be carried out.

The Task Force recommends that a staff development program be designed and implemented and that the basis for such a program should be a system-wide assessment of current and projected needs of the Duke University Library, the setting of goals to meet such needs and an assessment of the resources to meet these goals. The program should be periodically evaluated and changes made as necessary to meet the goals. This program should not only be concerned with the needs of the Library but should assist individual staff members in defining and achieving their career goals.

LONG-RANGE: Under the direction of the Personnel Director, the Human Resources Director shall implement a comprehensive staff development program, evaluate it and make changes as necessary to meet the goals set.

INTERMEDIATE-RANGE: Under the direction of the Personnel Director, the Human Resources Director or a committee or a person assigned part-time to the Library Personnel Office shall assess the resources available to meet goals set in the short-range process, plan a comprehensive staff development program and begin implementation.

SHORT-RANGE: The Personnel Director shall recruit volunteers and from them select a committee to collect information from the long-range planning task force reports (and accompanying materials) about current and projected needs of the Library. The committee would gather additional information if necessary. With the help of the Personnel Director, the committee would analyze the information and set goals for a staff development program.

¹For an in-depth discussion of this process see Conroy, Barbara. Staff development and continuing education programs for library personnel: guidelines and criteria. Boulder, Colorado, Western Interstate Commission for Higher Education, 1974.

If the Library is to implement a staff development program, money must be available to support it. At present, there is no item in the Library budget specifically for staff development activities. Occasionally a staff member will be sent to a workshop or conference on money from the travel budget, but this is so infrequent that it has very little effect on staff development. The lack of financial support has caused resentment among those members of the staff who have felt the need for additional training or skills, often because of new job responsibilities, and who had to do as best they could on their own. Financial support is needed both to pay for additional training outside the Library and to support in-house staff development activities of all types.

The Task Force recommends that the Library Personnel Department be allotted a budget specifically for staff development activities.

LONG-RANGE: Establish a budget for the Library Personnel Department sufficient to support fully a comprehensive and integrated program of staff development. Cost figures cannot be supplied until needs have been assessed.

INTERMEDIATE-RANGE: Establish a budget of \$5,000 for the Library Personnel Department to use for tuition support and travel expenses of individuals engaged in acquiring skills needed by the Library, and for such activities as bringing outside experts to conduct library training courses, acquiring commercially produced training aids, or producing their own.

SHORT-RANGE: Establish a budget of \$2,500 for the Library Personnel Department to begin to fulfill the Library's obligation in the area of staff development, with special emphasis being given to support training for staff members who are given additional job responsibilities.

MORALE

Morale is the single most important factor in the functioning of an organization. This fact is doubly true when that organization is a library wherein the mental rather than physical dexterity of its component individuals is vital to the transmission of the knowledge which is its product. To neglect to cultivate the minds of a staff therefore is as severe as to neglect to feed a living thing. Such neglect of the mental well-being of a staff is false economy. Under proper management, high productivity and high job satisfaction occur together.¹

¹ Likert, Rensis, "Motivation: the core of management," Pigors, Paul, et al, eds. Management of Human Resources. New York, McGraw-Hill, Inc., 1969. P. 275.

Based on our survey (Appendix II), morale is not good here. Webster's Third New International Dictionary refers to the concept of morale in terms of "a confident, resolute, willing, often self-sacrificing and courageous attitude" and "a sense of common purpose or a degree of dedication to a common task." The key words are "attitude" and "common," and the attitude has been lacking here because the purpose and the task historically have not been common.

This situation has placed great strains on the staff as they have sought to make a commitment to the organization. The professional staff is somewhat better compensated than in previous times, but such is only a partial removal of a negative factor. For the supporting staff, that negative factor remains, and is of great concern. The Library historically lacks a definite commitment to support of the individual staff member in terms of fair evaluation and career development. Supervisory negativism and secret reviews have been a way of life from which only recently has there been a turning away. Opportunities for career and continuing education as a member of the staff have been largely nonexistent, impotent or irrelevant to career progress. Finally, communication between the administration and the staff has been poor, both in style and quantity. Understanding of and relation to the Library administration is therefore minimal.

To correct these past mistakes, the building of trust within the organization is the first imperative and greatest need. Creation of such a trust will not be easy or instant. A key element will be the staff's perception of the Library administration, which has so much power to influence the course of their lives. Acceptance of a commitment to the staff by the administration will necessitate vastly and improved communication, for only by timely information flow can openness in policy be maintained. Thereby the interchange of thought can occur which is the only means by which thinking people can be led. The staff could then respond by exhibiting a "willing attitude" and "dedication" toward the "common task." In such an atmosphere, misunderstanding would have little room to grow, for the administration's commitment to compensation, fair evaluation, staff development and career advancement, and other concerns, would be plain for all to see. This commitment to communication will not be simple, for dealing with people is seldom simple. Each individual will require consideration. Many will be slow to respond. But it is therefore all the more imperative that the effort be continued at all cost.

The Task Force recommends that concerted attention and effort be directed toward building mutual trust within the Library's organization via communication.

SHORT-RANGE: Improve communications at all levels, with responsibilities outlined in the following manner:

Library Administration: Take the initiative in involving the staff in the decision-making process through effectively seeking the staff's input and informing the staff of the reasoning, background factors and facts on which administrative decisions are based, all in a timely manner. Openly accept responsibility for decisions at the appropriate level. Keep the staff involved and informed in regard to general goals and their relations to specific decisions.

Supervisors: Relate and convey the commitments and concerns of the administration to the staff, and assume responsibility for staff growth and development under the supervisory policy recommended above (page 11). Allow and encourage staff to participate actively in departmental affairs.

Staff: Justify the commitment of the administration by supporting the Library's mission and maintaining supportive attitudes toward the organization. Respond to administrative and supervisory requests for input. Promote a healthy exchange of information by discussing ambitions, problems, and recommendations with supervisors, not just at the annual conference but whenever the opportunity presents itself.

Although effective communication will in many ways be the hardest commitment to achieve in improving morale, other factors are no less important. The following have been addressed in detail earlier in this report, and are mentioned here because they, too, are morale factors at least as significant to the staff as communication. In the area of staff development, personnel and some money must be specifically detailed to design and implement a commitment to develop, use and appropriately reward staff who grow in their abilities. Closely related to this is a fair evaluation, which must be based on known criteria, effective training and realistic expectations in a monitored setting. In addition, people are what they make themselves more than what others make them, and we must provide opportunity and support, both moral and financial, for meetings, conferences, coursework and other learning and mind-developing experiences for the staff. With special reference to the supporting staff, all these needs are overshadowed by the lack of a compensation level capable of attracting and holding the minds and talents needed by the institution. This situation makes it harder for present staff to maintain their commitment to the institution, and also discourages the longevity on the job which brings the judgment which staff must have to operate efficiently. Competitive compensation must be a first-order priority for all

the staff.

These matters urgently need attention here. People who are uncertain of their role in the organization, but who doubt in any case that they will have the chance to develop and contribute to the full extent of their abilities, cannot reasonably be expected to achieve excellence in the years to come. Without commitments to basic compensation, to fair play in evaluation and development of staff, to career advancement and to thoughtful, open decision-making, no institution can reasonably expect to achieve greatness. It will do well merely to survive.

HIGHEST PRIORITIES

The Task Force recommends that a fully staffed personnel office be established, to include a Personnel Director, an assistant, a secretary, and a Human Resources Director.

This Task Force recommends that qualifications be appropriate to the job and to the demands of long-term needs. All departments should concentrate on hiring the right person for the job without placing undue emphasis on the over-qualified applicant.

The Task Force recommends an organized orientation and training program implemented by a Human Resources Director, actively supported by the Library administration, and given priority throughout the organization.

This Task Force recommends the continued development of a well-designed system of performance appraisal. Equally important, the Task Force recommends that it be a matter of policy for each Library supervisor to be held accountable for the effective development of the Library staff. The Library Personnel Department should likewise be held accountable for training and assisting supervisors to this end.

This Task Force recommends a career-oriented salary ladder, based on seniority and ability, to acquire and hold the [supporting] staff we need at competitive salaries.

The Task Force recommends that the University administration adopt as a standard for librarians' salaries that they should rank as high nationally, in comparison with all other academic library salaries, as the Duke faculty salaries rank, in comparison with all other faculty salaries and that funds sufficient to achieve these goals be allocated.

The Task Force recommends that a staff development program be designed and implemented and that the basis for such a program should be a system-wide assessment of current and projected needs of the Duke University Library, the setting of goals to meet such needs and an assessment of the resources to meet these goals. The program should be periodically evaluated and changes made as necessary to meet the goals. This program should not only be concerned with the needs of the Library but should assist individual staff members in defining and achieving their career goals.

The Task Force recommends that concerted attention and effort be directed toward building mutual trust within the Library's organization via communication.

HIGH PRIORITIES

This Task Force recommends that a private place be provided for the staff assistant to interview candidates, conduct exit interviews and hear staff concerns.

For the sake of staff morale and to uphold the integrity of the Library Administration, the Task Force recommends that all professional vacancies be posted, not just those for which a preferred candidate has not already been selected.

The Task Force recommends that the student employee be considered a vital part of the Library work force to be recruited, oriented, trained and entitled to competitive pay.

This Task Force recommends that an expanded pension plan jointly funded by staff and university be made available to all staff.

The Task Force recommends that the tuition benefit question be resolved by the University administration and also that librarians be allowed to work to age 70 under the same conditions as the faculty.

The Task Force recommends that participation by members of the Library staff in continuing education activities, both within and outside of the Library, should be encouraged and that the Library Personnel Department should initiate, coordinate and provide leadership for such activities within the Library and should foster the development of continuing education programs among the Triangle area universities and on a state and national level.

The Task Force recommends that the Library promote the attendance of staff members at career-related conferences, workshops and meetings by providing financial assistance for this purpose.

The Task Force recommends that released time be available to librarians for individual projects and research, according to guidelines to be established. The Task Force further recommends that such time be available to members of the supporting staff who, with the concurrence of their department heads, plan to engage in a project or research beneficial to the Library and that guidelines be established for the use of such time.

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APPENDIX I-A

POSITION: Personnel Director, Duke University Library

CLASSIFICATION AND SALARY: Assistant University Librarian; beginning salary \$15,000 and up depending on qualifications.

JOB DESCRIPTION: The Personnel Director is a staff officer reporting directly to the University Librarian. The Personnel Director is responsible for advising the University Librarian in matters of personnel practice and policy; for the implementation of library personnel practice and policy; for the interpretation of University personnel policies as they apply to the library staff; and for the provision of expert advice and administrative support to staff committees appointed by the Library Administration and to staff organizations in matters relating to personnel. The Personnel Director is responsible for the establishment of maximum efficiency in staff organization and maintenance, and for the promotion of positive interpersonal work relations and professional development of the staff, in carrying out these functions.

SPECIFIC DUTIES:

1. The drafting of library personnel policies for the consideration of the University Librarian. The interpretation of library personnel policies, the implementation of such policies, and the publication of such policies in a manner readily available to the staff.
2. The interpretation of university personnel policies, in consultation with appropriate officers of the university, as those policies affect the library staff, and the publication of general interpretations in a manner readily available to the staff. Working to improve such policies on behalf of the library staff through available administrative channels.
3. Initiating or responding to contacts with staff committees appointed by the Library Administration and with staff organizations in matters concerning personnel, and providing expert advice and such administrative support as may be necessary for the carrying out of the mandate or charter of the body as regards personnel concerns. Specific examples of administrative support are for the professional evaluatory procedure of the Librarians Assembly, including the maintenance of professional review files, and staff handbooks.
4. Research and publication toward improved personnel practice. This shall include scholarly publication in areas relevant to the needs of this institution, and a familiarity with the most recent research in the field and new government regulations with the communication of useful information learned to the staff.
5. The recruitment and screening of qualified professional and technical staff. Advising the University Librarian and appropriate managers as to applicants' qualifications and the appropriateness of those qualifications to the library's long-term staffing needs.
6. Monitoring trends in staff compensation, and monitoring the internal evaluatory procedures of the library, advising the University Librarian and appropriate managers in this area. Advising the library budget officer(s) in the preparation of staff compensation requests.
7. Supervision and support of the Assistant to the Personnel Director and the Human Resources Director. Sharing responsibility for appropriate counseling of staff in regard to job or career concerns, and for the preparation of the library long-term staffing plan, with these officers. Supervision of the

Secretary to the Personnel Unit.

8. Additional duties and projects at the discretion of the University Librarian.

QUALIFICATIONS: MSLS from an ALA accredited school and degree(s) in personnel management or related field preferred. Experience in management, personnel administration or librarianship may be substituted for one degree. Additional degrees and experience will be considered.

APPENDIX 1-B

POSITION: Human Resources Development Director, Duke University Library

SALARY: \$13,500

JOB DESCRIPTION: The Human Resources Development Director of the Duke University Library is a staff officer reporting to the Personnel Director (Assistant University Librarian for Personnel). The Human Resources Development Director is responsible for advising the Personnel Director of staff development policies, planning and implementation on staff development programs and coordination with and providing administrative support for staff development activities of constituent staff bodies. The Human Resources Development Director is responsible for the development and coordination of an orientation program for new staff members, for devising procedures to assure that each staff member receives adequate training and for facilitating the exchange of information throughout the library.

SPECIFIC DUTIES:

1. Under the general direction of the Personnel Director, conduct a system-wide assessment of current and projected needs of the Duke University Library. Set objectives, assess resources and design a staff development program to meet these needs. Be responsible for the implementation of such a program. Periodically evaluate program and make changes as necessary to meet objectives.
2. Develop a comprehensive and on-going program of orientation for new staff members, including not only information about the work environment and personnel policies but an introduction to the more intangible aspects of the library: its goals and objectives, the activities of various departments, the relationships between jobs and how a specific job fits into the overall picture. Develop, update and provide administrative support for the production of handouts, manuals, etc. needed for the orientation program. Conduct follow-up interviews to assure that the orientation process has been successful.
3. Develop, in collaboration with supervisors, an overall, coordinated program of job training which would be directed toward the needs of specific jobs as well as the general needs of the library. Aid department and unit heads in the training process by providing them with supervisory training, encourage the development of procedural manuals in all areas of the library and provide assistance as necessary, develop specific training classes and monitor the training process throughout the library.
4. Develop and administer, in conjunction with department heads, a program of individual staff development to assist staff members in defining career objectives and delineating courses of action which, through training and experience, will lead to achieving those goals. Share with the Personnel Director the responsibility for job and career counseling.
5. Be responsible for disseminating timely and accurate information from the administration to the staff, for implementing and complying with the written communications policy and for evaluating the effectiveness of the communications process throughout the library.
6. Communicate and coordinate with constituent staff bodies in the area of staff development activities and provide administrative support as needed. Act as a clearinghouse for information about continuing education activities and opportunities.

Human Resources Development Director (continued)

QUALIFICATIONS: Master's degree from an ALA accredited library school; personnel experience or academic background in psychology, personnel administration, adult education, management or counseling preferred. At least three years library and/or relevant personnel experience, with at least one year of library experience required. Demonstrated interest and skill in training and personnel management and the setting of learning objectives; ability to relate and work with all kinds of people and viewpoints, ability to listen well and to deal fairly and objectively with a variety of situations; sensitivity and responsiveness to staff needs.

POSITION: Assistant to Assistant University Librarian for Personnel

CLASSIFICATION AND SALARY: Staff Assistant (Position level 9); beginning salary \$9,750 per year

JOB DESCRIPTION: Under policy guidance of Assistant University Librarian for Personnel is responsible for the day-to-day operation of the Library's personnel function as it relates to approximately 135 permanent bi-weekly employees and student assistants which may number as many as 180.

SPECIFIC DUTIES:

1. Works with supervisors to determine valid requirements of the position and insures that appropriate postings are carried out when a position is vacant.
2. Screens applicants and forwards fully qualified candidates to supervisors. Insures that appointment process is completed once a selection has been made.
3. Makes routine interpretations of library and university personnel policies to supervisors and employees. Seeks interpretations of University policies from Employee Relations as needed. Refers need for new policies or clarification of old ones to AUL for Personnel.
4. Works with AUL for Personnel in attempting to insure all positions are assigned to the appropriate classification on an up-to-date basis as changes occurs.
5. Works with supervisors and/or employees to resolve problems.
6. Assists AUL for Personnel in budget preparation as it relates to the support staff.
7. Conducts exit interview with terminating employees.
8. Provides brief orientation to Library for new support staff members, including answering questions about fringe benefits and terms of employment.
9. Insure compliance with federal, state, university and library regulations relating to employment.
10. Responsible for custody and maintenance of personnel files.
11. Responsible for maintenance of file of current job descriptions.
12. Compiles statistics and reports as needed to analyze the effectiveness of the above.
13. Assists AUL for Personnel in hiring process for academic appointments.
14. Shares responsibility for appropriate counselling.

QUALIFICATIONS: Four years of college or four years library work experience or four years public contact work experience or a combination equalling at least four years. Study of personnel management and supervisory experience highly desirable.

POSITION: Secretary of the Personnel Unit, Duke University Library

CLASSIFICATION AND SALARY: Secretary (Position level 5); beginning salary \$3.33 per hour

JOB DESCRIPTION: Work under the general supervision of the Assistant University Librarian for Personnel to do all necessary typing and clerical work for the personnel unit. Act as receptionist for the personnel unit; answer the telephone, greet visitors, make appointments, co-ordinate the calendars of the AUL for Personnel, the Librarian for Staff Development, and the Staff Assistant for Personnel. Maintain all files for the personnel unit--this would include keeping a personnel summary sheet up to date for each (more than 200) employee of the library. Compose letters of correspondence as designated by the two personnel librarians. Do bibliographic searching and retrieve information needed for the two personnel librarians on personnel matters or specific in-house classes.

SPECIFIC DUTIES:

For the Assistant University Librarian for Personnel:

1. Using specific criteria, do initial screening of applications for professional staff vacancies; compose return correspondence to a specified category of applicants.
2. Compose from guidelines, mailing (ads) for professional staff vacancies
3. Take and transcribe dictation, type letters, reports, statistical and budgetary data, etc. from "rough draft" instruction

For the Human Resources Development Director:

1. Assist in editing, typing, collating staff manuals (such as a student assistants' manual, a library policy manual, or a staff handbook for professional staff)
2. Assist in formulating lesson plans for orientation procedures or staff development classes; make duplicate copies of supplementary materials for such classes
3. Type correspondence to speakers being sought for staff development classes

For the Staff Assistant for Personnel:

1. Assist in preparing necessary records to complete the employment process for supporting staff and student assistants
2. Compose and type postings for vacant positions and distribute to various departments

Maintain office supplies for the personnel unit.

QUALIFICATIONS: High-school graduate; two-three years of post-secondary education or equivalent work experience; knowledge of secretarial skills including: 40 w.p.m. typing, knowledge of filing procedures, and ability to take and transcribe dictation; organizational abilities; pleasant personality.

Name of librarian Maria LarsonJob title and rank Personnel Librarian, L-2Library department/division AdministrationDate 8/76

I. Description of characteristic duties and responsibilities:

(Describe your on-going duties and areas of authority and responsibility)

See attached job description.

II. Supervisor's concurrence of description:

(Note any additions or deletions which are appropriate)

Description is accurate, but a revision may be warranted, particularly with regard to Affirmative Action oversight and other personnel activities.

042

Princeton University Library
Job Description

TITLE Personnel Librarian

REPORTING RELATIONS

The Personnel Librarian reports to the University Librarian for all matters relating to the day-to-day personnel activities of the Library. He/she shall be guided by the personnel policies set forth by the Director of Personnel and Dean of the Faculty and will consult with them as appropriate on policy matters.

POSITION SUMMARY

Provide all personnel services for the professional, support, administrative, and student personnel within the Library. This includes responsibility for employment, staff development, salary and classification, affirmative action, benefit administration, records, hourly and student employment and special studies.

MAJOR RESPONSIBILITIES

Employment: Meets with University Librarian and supervisors to plan staffing needs, develops recruiting specifications, and consults on timing, salary and special requirements. In filling specific job openings works with supervisors to conduct appropriate searches and schedules interviews for potential candidates. Works with the Office of Personnel and Dean of the Faculty, as appropriate, in coordinating advertising and interviewing of candidates, reference checking, proficiency testing, screening and/or channeling of resumes, and compiling supporting data for relevant decision makers. Provides orientation for new staff members.

Staff Development: Counsels with staff on their current career development, explains promotional and transfer opportunities both inside and outside the Library, and advises on training needs. Works with supervisors in evaluating staff performance. Assists in fostering better communications between staff and supervisors. Assists in the handling of staff grievances.

Salary and Classification: Within guidelines, establishes classification and salary levels for administrative and support staff and recommends to the University Librarian salary and rank for new professional employees. Works closely with the University Librarian, the Office of Personnel Services and the Dean of the Faculty in preparing proposals for annual salary adjustment to the Priorities Committee.

Affirmative Action: Oversees and monitors the Affirmative Action Program for the Library. Reviews with the University Librarian, the Affirmative Action Officer, the Dean of the Faculty,

and the Director of Personnel those affirmative action policies and special problems of affirmative action that pertain to the Library.

Benefit Administration: Explains the University's Benefit Program to all new staff and assists in counseling staff on benefit problems. Recommends to the Director of Personnel suggested changes or modifications to the Benefit Program.

Records: Maintains the appropriate personnel files and time records for the Library.

Hourly and Student Employment: Monitors the employment of students and other individuals employed on an hourly basis.

Special Studies: Undertakes for the University Librarian special studies relating to the Library's personnel needs.

PRINCETON UNIVERSITY LIBRARY

Name of Librarian Maria J. Larson
Job title and rank Personnel Librarian, L-II
Library department/division Administration
Date 3/3/77 Annual Review 76/77

- I. Description of characteristic duties and responsibilities:
(Describe your on-going duties and areas of authority and responsibility) If there has been no change since last year, simply state that.)

See attached job description - modifications regarding:

- I. Reporting relations -
I also report to the Director of Personnel Services through his associate.
- II. When the new Staff Development Librarian begins work, the responsibility for staff development and possibly affirmative action will transfer to that individual. While those are appropriate to 76/77 listing of duties/responsibilities, they will no longer be applicable for next year.
- III. c) Salary & Classification - I have never made recommendations to the University Librarian regarding the salary and rank of new professional employees.
- e) The explanation of benefits for monthly staff has traditionally been centralized within this Hall.

II. Supervisor's concurrence of description:
(Note any additions or deletions which are appropriate)

I concur with all but comment under I. The statement in the job description's remarks valid.

I believe it would be appropriate for the Personnel Librarian to make recommendations on rank and salary as provided in III, c), and urge that this be made effective immediately.

III. Final description of characteristic duties and responsibilities as agreed upon by both the librarian and supervisor:
(To be completed at the end of the joint conference, if discussion has resulted in a different job description than that stated in parts I and II.) Attach another sheet as necessary.

This job description statement for 'Reporting Relations' shall stand as written. And, the duty described in III, c shall begin to be performed.

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046

Completed by:

Ann J. Lick
Librarian
Robert D. Brown

Date 5/1/77

Job Description

TITLE Personnel Librarian

I REPORTING RELATIONS

The Personnel Librarian reports to the University Librarian for all matters relating to the day-to-day personnel activities of the Library. He/she shall be guided by the personnel policies set forth by the Director of Personnel and Dean of the Faculty and will consult with them as appropriate on policy matters.

II POSITION SUMMARY

Provide all personnel services for the professional, support, administrative, and student personnel within the Library. This includes responsibility for employment, staff development, salary and classification, affirmative action, benefit administration, records, hourly and student employment and special studies.

III MAJOR RESPONSIBILITIES

- a) Employment: Meets with University Librarian and supervisors to plan staffing needs, develops recruiting specifications, and consults on timing, salary and special requirements. In filling specific job openings works with supervisors to conduct appropriate searches and schedules interviews for potential candidates. Works with the Office of Personnel and Dean of the Faculty, as appropriate, in coordinating advertising and interviewing of candidates, reference checking, proficiency testing, screening and/or channeling of resumes, and compiling supporting data for relevant decision makers. Provides orientation for new staff members.
- b) Staff Development: Counsels with staff on their current career development, explains promotional and transfer opportunities both inside and outside the Library, and advises on training needs. Works with supervisors in evaluating staff performance. Assists in fostering better communications between staff and supervisors. Assists in the handling of staff grievances.
- c) Salary and Classification: Within guidelines, establishes classification and salary levels for administrative and support staff and recommends to the University Librarian salary and rank for new professional employees. Works closely with the University Librarian, the Office of Personnel Services and the Dean of the Faculty in preparing proposals for annual salary adjustment to the Priorities Committee.
- d) Affirmative Action: Oversees and monitors the Affirmative Action Program for the Library. Reviews with the University Librarian, the Affirmative Action Officer, the Dean of the Faculty,

and the Director of Personnel those affirmative action policies and special problems of affirmative action that pertain to the Library.

- e) Benefit Administration: Explains the University's Benefit Program to all new staff and assists in counseling staff on benefit problems. Recommends to the Director of Personnel suggested changes or modifications to the Benefit Program.
- f) Records: Maintains the appropriate personnel files and time records for the Library.
- g) Hourly and Student Employment: Monitors the employment of students and other individuals employed on an hourly basis.
- h) Special Studies: Undertakes for the University Librarian special studies relating to the Library's personnel needs.

PRINCETON UNIVERSITY LIBRARY

Name of Librarian Maria Larson

Job title and rank Personnel Librarian, L-II

Library department/division Administration

Date 12/30/77

Annual Review 77/78

- I. Description of characteristic duties and responsibilities:
(Describe your on-going duties and areas of authority and responsibility) If there has been no change since last year, simply state that.)

See attached job description. (2 previous pages in SPEC kit)

Modifications:

III. b. I no longer have prime responsibility for staff development, since the hiring of the Staff Development Librarian, 6/77.

III. e. The explanation of benefits for monthly staff has traditionally been centralized within Clio Hall.

An additional responsibility is involvement in contract negotiations with PULA/AFSCME.

II. Supervisor's concurrence of description:
(Note any additions or deletions which are appropriate)

I concur, except I suggest the addition of a sentence setting forth the role of the P.L. as a member of the Library Council.

III. Final description of characteristic duties and responsibilities as agreed upon by both the librarian and supervisor:
(To be completed at the end of the joint conference, if discussion has resulted in a different job description than that stated in parts I and II.) Attach another sheet as necessary.

- i.) Responsible for participating in general administration as a member of Library Council.

BEST COPY

Completed by:

Richard Brea
Librarian

57
Supervisor

050

Date 1/11/58

JOB DESCRIPTION

Name of Librarian PRINCETON UNIV. LIBRARY

Job title and rank Staff Development Librarian, L III

Library department/division Administrative Offices

Date January 17, 1978

ON-GOING DUTIES:

1. Directs and coordinates the Staff Development Program, and establishes its goals and objectives in consultation with the University Librarian and the appropriate administrative staff.
2. Maintains a familiarity with University and Library staff development and training activities of an inter-departmental and inter-divisional nature, such as orientation and supervisory training. Evaluates activities and makes recommendations to the University Librarian, or the appropriate administrative and supervisory staff, the campus training officer, or others.
3. Designs, coordinates, conducts, and evaluates specific staff development and training activities, such as the performance review workshop.
4. Makes certain that all staff development and training activities are based on clearly defined needs, and are consistent with the goals and policies of the Staff Development Program.
5. Maintains appropriate records, including budget and enrollment, for each staff development and training activity.
6. Involves staff members at all levels in determining needs, planning, conducting, and evaluating staff development and training activities.
7. Consults with the University Librarian and appropriate supervisory and administrative staff in setting priorities and establishing procedures.
8. Participates on staff advisory committees, as a member, ex officio member, or consultant, whenever they are advising in the area of staff development and training.
9. Counsels individual staff members on staff development and training opportunities, and assists in the selection of staff members for participation in staff development and training activities.
10. Reviews and assesses staff development and training activities in other organizations, and determines their appropriateness to the needs of Princeton University Library. Encourages cooperation with other organizations, such as ARL, and academic libraries.
11. Gathers and communicates information about staff development and training opportunities both within and outside the Library and the University.
12. Serves as a liaison between the Library and the University's training officer.

THE STANFORD UNIVERSITY LIBRARIES

LIBRARY ADMINISTRATIVE REGULATION NO. 30Selection Process for Professional Library Appointments

The University Libraries recruits new regular professional staff under the leadership of a professional staff member designated as the Search Officer and a group of persons serving as the Advisory Panel. This process does not generally apply to temporary appointments of external candidates or to internal reassignments.

Purpose:

Participation of staff serving in a wide variety of capacities in the Libraries increases the amount of informed opinion which is brought to bear on the evaluation of candidates and also provides experience to these staff members who do not serve as administrators in the screening, interviewing and evaluating of candidates for positions in the University Libraries.

Procedure for Appointments:

The search process may be divided into eight steps. First, the Department Chief and/or appropriate Director develops the vacancy which includes determining the nature of the position and preparing the job description.

Second, the Director of Libraries reviews and approves the filling of the position and obtains Provost's Office approval to fill the vacancy and to search at an appropriate degree of intensity. The Director then appoints the Search Officer and Search Advisory Panel, recognizing the need for wide range of input from University Libraries staff and, when appropriate, faculty, Coordinate libraries staff, and University officers.

Third, the Search Officer and Search Advisory Panel review the job description and discuss any suggested changes with the supervisor. They then form the applicant pool by placing advertisements in selected media and soliciting recommendations of candidates from individuals and institutions at Stanford and elsewhere. Special attention is given to Affirmative Action efforts at this point in order to build a diverse applicant pool of well-qualified candidates.

Fourth, the Search Officer and Search Advisory Panel obtain resumes and adequate supporting documentation and then screen the applicant pool to select the strongest candidates. This is done by carefully reviewing the total applicant pool against the selection criteria and obtaining additional references as necessary. The Search Officer recommends to the Director those to be invited for interviews.

Fifth, the Director and Personnel Officer review adequacy of the pool and the use of selection criteria, and, if satisfactory, authorize campus interviews of finalists.

Sixth, the Personnel Officer then arranges for on-campus interviews and obtains Search Officer's advice on constructing an adequate schedule for interviewing by the Search Committee, selected administrative staff, faculty, and other library and university staff as useful and appropriate.

Seventh, the Search Officer recommends the strongest candidate to the Director of University Libraries for appointment, describing fully the basis for selecting among the final candidates as part of the prescribed Search Report form.

Eighth, the Director reviews the report, accepts it if sufficient in content and documentation, and makes the selection decision. The Personnel Officer then obtains affirmative action and compensation clearance before the appointment offer is communicated.

Responsibilities Concerning Appointments:

Following is an outline of the responsibilities of the Search Officer, Search Advisory Panel and administrative officers of the University Libraries during a search:

1. Director of Libraries

The Director of Libraries is responsible for initiating all action on searches and for the final decision on the appointment. Following are the specific responsibilities of the Director during the search process (some of these responsibilities may and frequently will be delegated to an Assistant Director):

- a. Determines nature of vacancy with appropriate Assistant Director;
- b. Makes budgetary arrangements if necessary with Assistant Director for Administrative Services;
- c. Reviews and/or participates in drafting job descriptions;
- d. Appoints Search Officer and Search Advisory Panel;
- e. Determines search level with advice of Search Officer and Library Personnel Officer;
- f. Sends memorandum to Provost's Office outlining search strategy including the length of the search and level of search;
- g. Meets with Search Officer and Search Advisory Panel at the initial meeting to explain purpose of the search procedure and his charge to them;
- h. Reviews applicant pool adequacy, affirmative action efforts, and authorizes campus interviews;
- i. Receives Search Officer's written recommendation on the prescribed form and makes decision on appointment;

- j. Reports decision to Search Officer and Advisory Panel;
- k. Develops and makes written offer of appointment;
- 1. Discharges Search Officer and Advisory Panel.

2. Search Officer

The Director of University Libraries will appoint a member of the senior professional staff (Librarian II or above) as Search Officer. The Search Officer has the general responsibility for conducting the search according to Library and University policies and procedures. The Search Officer will have the following specific responsibilities:

- a. Review the job posting;
- b. Determine the search level with the Director and Library Personnel Officer;
- c. Prepare lists of advertising media, institutions and individuals to be contacted for possible candidates;
- d. Send letters to institutions and individuals soliciting applications;
- e. Review all applications received;
- f. List in order of preference from two to six finalists;
- g. Develop the interview schedules with the Personnel Officer;
- h. Interview applicants;
- i. Review evaluations of all interviewers;
- j. Recommend prime candidate to Director of Libraries and submit search report with full documentation to substantiate decision and comparative judgment;
- k. Submit written notes to Personnel Office file for staff serving on the Advisory Panel who contributed exceptionally.

3. Search Advisory Panel

The Search Advisory Panel will be appointed by the Director of Libraries in consultation with the appropriate Assistant Director, the Library Personnel Officer, and the Search Officer. It will generally consist of from three to five persons, including, as appropriate, professional and support staff members. Depending upon the position to be filled either a single panel or two panels (e.g., one of librarians, one of faculty) may be appropriate. If it seems useful, it may include one or more faculty members who will have close contact with the person filling the vacancy. Faculty who serve on Search Advisory Panels will carry the same responsibility as the Library staff who serve. It may include persons from the Coordinate Libraries and outside Stanford as is deemed useful.

In general, the Search Advisory Panel will be used by the Search Officer in fulfilling the responsibilities listed on the previous page. The final recommendation to the Director of Libraries will be that of the Search Officer but is to include individual statements and evaluations of candidates if prepared.

4. Library Personnel Officer

The Library Personnel Officer provides guidance and staff support (including clerical assistance) for the Search Officer, acting as an ex officio member of the Search Advisory Panel. A major responsibility of the Library Personnel Officer is to advise the Search Officer and Search Advisory Panel on Library and University policies and procedures regarding recruitment and employment, such as Affirmative Action guidelines and special efforts to assure adequate finalist pools. Specific responsibilities are as follows:

- a. Maintain a list of staff having served or willing to serve on search committees;
- b. Participate in drafting the job posting;
- c. Participate in determining search level;
- d. Assist the Search Officer in preparing lists of advertising media, institutions and individuals to be contacted for names of possible candidates;
- e. Place advertisements in selected media;
- f. Assist Search Officer in sending letters to individuals and institutions soliciting candidates;
- g. Organize and maintain search files, including those of applications received and Affirmative Action documentation;
- h. Review all applications received and transmit them to the Search Officer;
- i. Assist Search Officer in developing interview schedules;
- j. Schedule interviews for finalists, including making travel and lodging arrangements, notifying finalists of procedures for travel and reimbursement of expenses;
- k. Receive evaluations from interviewers and maintain confidential files of evaluations for Search Officer;
- l. After recommendation has been given to Director and offer has been developed, obtain Affirmative Action and compensation clearance from Provost's Office.
- m. Organize historical file after appointment has been made.

University Library Council Memorandum #7

ACADEMIC STAFF - LIBRARIES
ANNUAL CAREER REVIEW AND DEVELOPMENT PROGRAM

The goal of the Career Review and Development Program in the Academic Staff-Libraries is mutual understanding between librarian and his/her supervisor of the current responsibilities of the librarian and of the direction in which the librarian will move both as a member of the Academic Staff and as a professional. The program provides an opportunity for librarians to review their accomplishments during the past year and to plan for further contributions to the library programs of the University and for continued professional development by enabling the librarian and his/her supervisor to discuss openly and constructively goals for the future and to assess contributions of the past. The documentation resulting from these discussions is used during the salary setting process to insure fair compensation decisions by providing a complete assessment of performance.

Schedule: The Career Review and Development Program is carried out annually for all librarians, at a time determined by each library director who may decide to set up a staggered schedule throughout the year. Newly appointed librarians should have the first review within nine months of the appointment.

Format: The attached forms provide a framework for assessment and goals development and the Guidelines for Performance Appraisal provide a checklist of points which should be considered during the review. Librarians and their supervisors are not required to use the forms provided, but any alternative formats used should treat all aspects of an individual's responsibilities and the points enumerated in the Guidelines.

Position Description: Regardless of the format used, each librarian should have a current Position Description which will serve as the basis for review and goal setting. The librarian and his/her supervisor should discuss the Position Description during the annual review process and should agree that the description is complete and accurate. The signature of both on the Position Description form indicates such agreement.

Evaluation Conference: The review process continues with a discussion arranged by the librarian's supervisor to review the accomplishments of the past year and to plan for the coming year.

By the time of the scheduled conference, the supervisor should have completed the appropriate form (either Form A or an alternative form) and should be prepared to discuss the appraisal. The librarian should have completed the appropriate form (either Form B or an alternative form) except for question #5 which asks for a response to the supervisor's evaluation. This response should be completed within one week of the conference. In addition to the scheduled conference, frequent discussions about work responsibilities and goals are encouraged throughout the year.

Goals Formulation: The librarian and supervisor should work together on defining goals for the coming year. The Goals Statement (Form C) should be completed within six weeks after the conference and should be signed by both the librarian and supervisor to show agreement on the goals.

11/4/77

University Library Council Memorandum #7

FORM A

ACADEMIC STAFF - LIBRARIES
ANNUAL CAREER REVIEW AND DEVELOPMENT PROGRAM

To be completed by the supervisor

Name of Librarian _____ Library _____

Classification _____ Date _____

WHEN COMPLETING THIS FORM PLEASE REFER TO THE GUIDELINES FOR PERFORMANCE APPRAISALS WHICH DISCUSS AREAS TO BE TREATED IN EACH APPRAISAL. ALL ANSWERS SHOULD BE WRITTEN ON SEPARATE SHEETS AND ATTACHED TO THIS FORM.

1. Please attach a copy of an up-to-date Position Description for the librarian. If responsibilities have changed substantially, write "REVISED" on the description.
2. List the goals to which you and the librarian agreed at the last performance review. Evaluate the librarian's achievement of these goals; if they were not achieved satisfactorily, were there any external conditions which prevented this?
3. How well does the librarian carry out the responsibilities described in the Position Description? In answering this, please discuss the following (refer to the Guidelines for Performance Appraisals for elaboration of each of the points):
 - a. Levels of competence
 - b. Productivity
 - c. Contributions to the objectives of the library and University
 - d. Individual potential
4. For those with supervisory/managerial responsibilities, answer the following questions (refer to the Guidelines for Performance Appraisals for elaboration of each of the points):
 - a. Describe the librarian's general knowledge and background in the library organization and operation which affect his/her ability to supervise or manage.
 - b. Evaluate the librarian's supervisory and managerial skills.
 - c. Evaluate the librarian's communication skills and relationships with staff.
 - d. Discuss the librarian's commitment to and efforts toward staff development.
 - e. If the librarian has responsibility for hiring regular staff, or provides significant input to hiring decisions, what is his/her knowledge of and contribution to the affirmative action goals of the library and the University? How does he/she work toward these goals?
 - f. Discuss briefly the performance of the unit for which the librarian is responsible, taking into account the service goals of your department.

11/4/77

University Library Council Memorandum #7 (continued)

FORM A

ACADEMIC STAFF - LIBRARIES
ANNUAL CAREER REVIEW AND DEVELOPMENT PROGRAM

I have read and discussed this appraisal.

_____ Librarian _____ Date

_____ Supervisor _____ Date

Reviewed by:

_____ Library Director _____ Date

11/4/77

University Library Council Memorandum #7

FORM B

ACADEMIC STAFF - LIBRARIES
ANNUAL CAREER REVIEW AND DEVELOPMENT PROGRAM

To be completed by the librarian

ALL ANSWERS SHOULD BE WRITTEN ON SEPARATE SHEETS AND ATTACHED TO THIS FORM

1. Have you encountered any problems in achieving the goals which you and your supervisor established during your last performance review, or generally in carrying out your responsibilities? If so, how do you think these problems can be eliminated?
2. Please evaluate your own performance in view of your qualifications and Position Description.
3. What can your supervisor do to help you carry out your responsibilities and goals as listed in the Position Description and the Goals Development form?
4. Please attach a current copy of your annual Professional Activities form. Are there areas in which the library can help by providing opportunities for further professional growth?
5. Please respond to your supervisor's evaluation.

I have read and discussed this appraisal.

_____ Librarian _____ Date

_____ Supervisor _____ Date

Reviewed:

_____ Library Director _____ Date

11/4/77

University Library Council Memorandum #7

FORM C

ACADEMIC STAFF - LIBRARIES
ANNUAL CAREER REVIEW AND DEVELOPMENT PROGRAM

GOALS STATEMENT

To be completed by both librarian and supervisor

Effective career development depends on careful planning for the future, and establishing work-related professional goals can be a useful way of carrying out this planning for individuals and for the library as a whole. Please discuss here the goals on which you both agree for the coming year and indicate what help from the library or supervisor, or other sources, such as training programs, courses, etc., would be particularly helpful in fulfilling these goals.

We agree on the goals listed above.

_____ Librarian _____ Date

_____ Supervisor _____ Date

Reviewed by:

_____ Library Director _____ Date

UNIVERSITY OF CONNECTICUT
JANUARY 1978

THE UNIVERSITY OF CONNECTICUT LIBRARY

Performance Evaluation Training Program

January 1978

Sheila Creth
Assistant Director

DEFINITION OF TERMS

Objectives are broad, general statements of intent regarding desirable conditions which require a course of action to achieve. It is a description of what is intended to exist or to be accomplished.

Goals translate objectives into specific agreed upon actions which are established to be accomplished within a specified period of time.

Performance Goals are directly related to the individuals' job responsibilities and priorities within these responsibilities, and should include both ongoing activities and/or special project activities.

Standards are the means by which we measure the successful completion of goals.

PURPOSE OF PERFORMANCE EVALUATION

1. To review and establish individual work goals and objectives.
2. To encourage the continuing mutual assessment of the individual's role in the department.
3. To provide a basis for motivation toward effective and satisfying job performance.
4. To maintain and facilitate a positive working relationship between the immediate supervisor and individual staff members.
 - . identify and solve problems
 - . clarify what is expected of staff
 - . clarify for supervisors what can reasonably be achieved
5. To provide a means for determining with staff areas for their personal and professional growth within the job, the library and the profession.

* * * * *

I. Preliminary Assessment

Prior to writing the evaluation, give careful consideration to the following:

- A. The performance goals agreed upon;
- B. Suggestions for meeting the developmental needs of the staff member;
- C. An estimate of the individual's potential in developing within the context of his/her present job.

II. Review with the Next Management Level

This step is important for several reasons:

- A. You as a department/unit head have the responsibility for reaching the departmental/unit objectives and those of your staff;
- B. The review process provides your manager with information on your staff which is essential for an understanding of the relationship of the performance of your staff to others;
- C. Your manager may have a broader view of the organization and of the possibilities for training, advancement, or suggestions for solving problems/obstacles.

III. The Evaluation Interview

This is a critical step in the performance evaluation process. The following should be considered carefully in advance:

- A. Several days in advance of the evaluation interview, arrange the date and time with the employee.
- B. Suggest that the employee review his/her own performance in light of the agreed upon goals.
- C. Arrange the interview location so there will be privacy as well as sufficient time to conduct the discussion without being rushed.

- D. During the discussion encourage self-evaluation on the part of the employee.
- E. You may want to begin the discussion by reviewing some main goals and key result areas.
- F. Inquire about problems or obstacles that the employee finds are impeding progress and job satisfaction. Mutual understanding of the problems may help in their resolution.
- G. Be a good listener.
- H. Ask the individual what you can do (behavior, attitude) to help in his/her job performance. (This provides you with feedback on your behavior and how it affects your staff.)
- I. When reviewing areas in which the employee needs development, discuss only a limited number. Direct your discussion to those major areas which are critical for job performance and for which you can provide examples.
- J. Discuss a plan of action for personal development, training, opportunity for growth, not only to help strengthen the employee but to take advantage of existing strengths and potential ability.
- K. Be sure the employee know where he/she stands, in what areas improvement is needed, what plan of action will achieve improvement, and what opportunities are available for future development.
A recapitulation of key points at the end of the discussion made by either the employee or the supervisor - is a good way to assure joint understanding.
- L. By the conclusion of the evaluation interview, or at a subsequent meeting performance goals should be reestablished for the next time period. These goals may be the same, similar or different than previous goals depending on job responsibilities.

IV. Follow Through

In addition to the formal evaluation process, it is the supervisor's responsibility to review the staff member's progress in achieving goals and to encourage as well as facilitate the employee's participation in evaluating the agree-upon goals.

ESTABLISHING PERFORMANCE GOALS

I. Advantages of Setting Performance Goals and Standards

A. Primary Advantages

1. Manager and staff member agree on responsibilities and priorities of position.
2. Staff member knows in advance the basis for evaluation.
3. Provides self-evaluation for staff member.
4. Provides basis for improved communication between manager and staff.
5. Provides motivational environment for staff since it helps staff to set goals that are both challenging and reachable.
6. Provides a method of determining developmental/training needs of staff.

B. Related Advantages

1. Provides a planning tool for manager and staff in that it identifies weak areas in work flow, work assignments, schedules and the like.
2. Provides an on-going means to monitor unit goals and to reset whenever necessary.

II. Principles for Setting Goals

- A. Focus on performance goals established for the position - not on the individual. MEASURE FOR RESULTS.
- B. Goals must be measureable. (Words to avoid in writing goals: adequate, necessary, satisfactory, appropriate, reasonable, and so forth.)
- C. Goals should be realistic.
- D. Goals should be clearly and concisely stated.
- E. Establish goals for most important elements of the job, not only the simpler tasks.
- F. Goals should be sufficiently flexible to account for changes in priorities, workflow, vacations and the like.
- G. Individual performance goals should always relate to departmental goals and to the overall objectives of the Library.

III. Areas to Consider in Setting Goals in the Evaluation Interview

The appraisal interview is a time for staff to discuss ideas and problems about his/her work, and therefore should be encouraged to discuss frankly all aspects of the job and the established goals. The following areas might be covered during the evaluation interview:

- A. Results during the previous year (or established time frame).
- B. Accomplishment on specific goals.
- C. Was there agreement on priorities.
- D. What takes most of the time on the job.
- E. What were problem areas.
- F. Is there anything that prevents the individual from doing the kind of job desired.

- G. Are there ways that the manager can be more helpful.
- H. What should be concentrated on for the coming year.
- I. What changes are anticipated that should be planned for in setting new goals.

IV. Obstacles to Achieving Performance Goals

Obstacles to excellent performance might be located within the staff member, the library, the supervisor, the job itself, or relationships with colleagues. During the evaluation interview, it is important to identify these obstacles so action can be taken to eliminate them or at least minimize their impact. Examples of common obstacles include:

- A. Goals set unrealistically high.
- B. Staff member diverted from area of responsibility to work on new problem.
- C. Inadequate planning.
- D. Failure to follow established procedure.
- F. Changed conditions in work unit.
- G. Insufficient motivation.
- H. Inadequate training.
- I. Lack of cooperation among some staff, or from other departments/units of the library.
- J. Inflexible or inadequate procedures/policies.

It is important to identify the obstacles and to attempt to reach agreement on what they are. The staff member's perceptions should be sought, listened to and discussed. While there is a natural tendency to become defensive in an interview of this sort, it is necessary to bring disagreements into the open and work toward some level of agreement that can lead to positive action thereby eliminating or at the least minimizing such obstacles.

(Obstacles section adapted from ARL publication "Staff Performance Evaluation Program at the McGill University Libraries," 1976.)

THE UNIVERSITY OF CONNECTICUT LIBRARY

Schedule for Implementing the Performance Evaluation System

1. Within one week after general orientation meeting with Library staff to explain performance evaluation system, department/unit heads will begin implementation of this system by

meeting with at least two (2) professional staff members each week to begin establishing performance goals until all staff have established performance goals.
2. Department/unit head will begin discussions with staff by reviewing the individual's job description (or where this does not exist by outlining the responsibilities/duties of the position) and agreeing on priorities for the time period for which goals will be set.
3. Once job responsibilities and priorities are agreed upon, the department/unit head and the staff member should begin discussing specific performance goals for each job responsibility. This may take two meetings in order to allow sufficient time for discussion and writing of the goals.

Each staff member should be responsible for drafting the statement on performance goals and then these will be refined and/or adjusted after discussion with the department/unit head.
4. After three months, the department/unit head will meet with staff again to review the initial performance goals in order to determine if they seem realistic and measurable or if adjustments should be made. This review will provide an opportunity for both the supervisor and the employee to assess the individual's performance in relation to the performance goals.
5. After performance goals have been set for six months, the department/unit head should repeat this informal review with the staff member.
6. At the end of one year, an annual performance evaluation will be conducted based on the stated performance goals for each staff member.
7. Thereafter, a review of performance goals and performance evaluation will be conducted on the following schedule:
 - a. Periodic, informal review of performance goals and performance will be conducted at the request of either the department/unit head or the staff member but no less than once every six months.
 - b. Formal evaluation of staff member's performance in relation to stated performance goals will be conducted on an annual basis.

When the annual evaluation is completed, a copy of the form will be forwarded to the department/unit head's immediate manager who will review and comment. This copy will then be forwarded to the Library Assistant Director for review with the University Librarian and then filing in the staff member's personnel file. Both a copy of the evaluation statement and performance goals should be forwarded.

THE UNIVERSITY OF CONNECTICUT LIBRARY

Professional Staff Evaluation Record

Staff Member _____ Payroll Title _____

Functional Title _____ Library Department _____

Evaluation Period: From _____ To _____

Overall Performance Rating:

- _____ Excellent (Quality of Performance Truly Outstanding)
- _____ Good (Quality of Performance Surpasses Expectations)
- _____ Satisfactory (Quality of Performance Meets Standards Set for the Position)
- _____ Poor (Quality of Performance Suggests Needs for Improvement)
- _____ Unsatisfactory (Quality of Performance Unacceptable for Position)

Evaluation Statement (Summary of Employee Performance should be related to achievement of performance goals taking into account, as appropriate, such factors as: quality and quantity of work, dependability, judgment, extent and application of subject and/or technical skills, initiative, human relations, attendance.)

Areas for Development and/or Improvement:

Staff Member's Comments

Date Reviewed _____ Staff Member's Signature _____

Department/Unit Head Signature _____

Reviewed by _____ Date _____

Comments, if any.

PROFESSIONAL STAFF PERFORMANCE RECORD

Statement of Goals

Staff Member _____ Department _____

Evaluation Period: From _____ To _____

State Job Responsibility
with specific performance
goal(s)

Continuous
or
Target Date

Progress Report/Evaluation

020

77

78

UNIVERSITY OF CONNECTICUT LIBRARY

May 31, 1977

DEPARTMENT HEADS PLEASE DISTRIBUTE

MEMO

TO: LIBRARY STAFF
FROM: Sheila Creth
Assistant Director
RE: Staff Sharing Program

Sheila Creth

Because of the positive response from participants in the Reference Assistant Program last year, and the Circulation Information Desk volunteer program in previous years, the Library is expanding this "staff sharing" concept to include opportunities in other departments. There are now six departments that have developed program activities similar in nature to Reference and Circulation. Therefore, the following departments will be participating in this activity for the coming year: Acquisition, Circulation, Map Room, Micro-Media, Reference, and the Technical Processing Unit.

The individual departmental programs are described in the attached material. General guidelines have been developed which apply to all of the programs with regard to application, selection, training, and evaluation. Staff who are interested in applying for participation in the Staff Sharing Program are urged to read this material carefully.

The Staff Sharing Program is intended to provide library staff with an opportunity to develop new skills and a broader understanding of Library operations while providing the "cooperating" department assistance in meeting its objectives and daily commitments.

A staff member may apply for more than one departmental program but must indicate in an attached note his/her priority with regard to the programs. Any staff member who applies for more than one program will be interviewed for at least two (2) choices when eligible.

The actual number of staff chosen to participate in any one departmental activity will depend on the number of qualified applicants but also on a careful review by department heads of the total number of hours staff can participate in activities outside of their primary assignment - whether for this program, committees or the like. Some departments may not be able to have more than one person participate in a departmental program at any one time.

If you have any questions on this program, please do not hesitate to contact me.

STAFF SHARING PROGRAM

APPLICATION

Staff who are interested in being considered for participation in one of the departmental programs, and who meet the stated requirements, should complete all sections of the application form to apply. Forms are available in the Library Office.

The Department Head is expected to provide a statement on the individual's qualifications and ability to participate effectively in the program activity. In addition, the Department Head should indicate his/her willingness to have the individual participate in the program.

The completed form should be forwarded to Sheila Creth no later than June 13, 1977 to receive full consideration.

SELECTION

Applicants who meet the eligibility requirements of the program for which they apply will be interviewed by the appropriate Department Head and possibly other members of the department. The applicant's department head may be consulted during the selection process. Once interviews have been completed, the department head will discuss their selections with Sheila Creth and will then submit brief written statements on each applicant and reasons for acceptance or non-acceptance.

Applicants will be informed in writing by Sheila Creth as to their acceptance or non-acceptance for a departmental program.

Applications and pertinent interview material will become part of a central Staff Sharing Program file with a copy in the personnel file for those selected. An individual may review the material pertaining to his/her application, if they wish, at the conclusion of the selection process.

EXTENT OF PROGRAM

Most departmental programs will be established for one year though others may have a shorter time frame based on departmental needs and schedules. The number of hours to be worked within each departmental program is described in the attached material. Schedules will be worked out with the individual and his/her department head. Flexible hours may be required.

The program is still considered experimental in nature, particularly with the expansion to other departments. It will be necessary to determine the full impact of the program on the Library and the benefit to individual staff through periodic evaluations.

TRAINING

Each department will be responsible for planning and outlining for the participants the training that they will be provided and the anticipated amount of time that the training will take. The hours scheduled for initial training may not necessarily be the same as the trainees' eventual hours in the program.

Participants should recognize that any personal study they need to undertake in connection with the program must be done on their own time.

EVALUATION

Evaluation of each departments' program and the participants progress is a critical part of this program and its success.

Periodic Evaluations

I. Department Heads Operating Programs

- A. Program Evaluations will be conducted every three months by the department head during the life of the program. The evaluation should serve to provide on-going assessment of the training provided, the ability of the department to effectively utilize the participants, and whether the departmental objectives are being achieved.
- B. Participants progress will be evaluated at the same time by the department head and/or other appropriate staff members during the program. These evaluations will be based on training provided and defined activities as well as the individual's cooperation and general attitude about the program.

II. Participants

When periodic evaluations are conducted participants will be encouraged to evaluate the program and their own progress in relation to the training provided, assigned activities as well as other aspects of the program.

III. Department Heads with Staff Participating

Department Heads with staff participating in the program will be asked to assess the impact on their department with staff participating in this program. This can be done informally when department heads who are operating a program review participants progress with the appropriate department heads every three months.

Informal reports on the departmental programs will be given to Sheila Creth on a periodic basis to insure on-going assessment of the Library Staff Sharing Program by the Library administrative group.

Note: If it is determined that the program is not accomplishing the stated objectives of the cooperating department, then the program may be terminated. If serious problems arise, the program may be terminated at any time but with a full explanation to the participants. Similarly if a department with participating staff have a crisis then the staff member may be requested to return to the primary job assignment

either temporarily or permanently depending on the difficulties.

Final Evaluations

I. Department Heads Operating Programs

- A. Program evaluations will be conducted at the end of the program assessing the overall success of the program in terms of benefit to the staff member as well as to the department, training provided, activities assigned as well as other relevant criteria.

This evaluation will be in writing and will be forwarded to Sheila Creth, and will be filed in the Staff Sharing Program file.

- B. Participants progress and accomplishments in the program will be evaluated at the end of the program. This formal evaluation should be based on the briefer informal evaluations. A copy of this evaluation will be placed in the person's personnel file and a copy in the central file on the Staff Sharing Program.

II. Participants Evaluation of Program

Each participant will be asked to write a candid evaluation of the program in which they participated. The evaluation will be shared with the department head operating the program.

III. Department Heads with Staff Participating

Will be asked to provide a brief statement on the impact of the program on their departments - positive and/or negative.

All evaluative material related to this program will be shared with the Library administrative group for purposes of evaluating program effectiveness and to determine continuance of the program.

*Additional particulars on this Program
are available from SPEC*

CONSIDERATION IN PLANNING TRAINING FOR NEW EMPLOYEES

1. All elements of the training should be outlined and scheduled even if the schedule is latter adjusted.
2. The new employee should be given a copy of the training schedule and be aware of what the pace will be and at what points there will be a review of their overall progress and areas of difficulties.
3. Periodic reviews between the departmental supervisor, the new employee and the trainer(s) - if not the supervisor - should be held to determine the individual's progress within the training. Adjustments should be made at this time to slow down, repeat certain areas, or move faster based on the individual's capabilities. This is also an opportunity for the supervisor to ascertain if other aspects of orientation and training (i.e., working relationships, etc.) are going well. Suggested that these periodic reviews be held on a weekly basis initially.
4. In establishing a training schedule, and content, consideration should be given to the individual being trained. For instance, waht is the best part of the day for the individual to receive verbal instruction, to do reading, etc. Are they a morning or afternoon person; do they need shorter instruction periods, more frequent breaks in the variety of materials, etc.
Training should always, to some degree, be tailored to the individual.
5. The training schedule/content should be based on the concept of a progression so that a foundation is established before moving on to the next step. Each new task should build on what has been learned previously.
6. Training should present some variety in both content and approaches when possible. The individual should be given a mixture of one-to-one instruction, periods for reading or reviewing written materials (manuals), opportunities to practice what they have learned, and time during the day when they can spend time alone assessing and assimilating what they have learned.
7. When appropriate it is healthy to have more than one person active in the training process though one person has to be responsible for coordinating the whole training process. By using more than one person you take advantage of several employees specific capabilities in relating knowledge as well as approaches and general viewpoints.
8. Individuals who will be training should be chosen not only for their knowledge and experience but their ability to relate that knowledge to another person in an effective way. The trainer should be relaxed, should enjoy explaining things to individuals, have an open attitude toward new ideas and suggestions, and have a positive attitude toward the work they are explaining, the department and the Library.

GUIDELINES FOR PLANNING DEPARTMENTAL PRESENTATIONS FOR STAFF

Departmental seminars are intended to provide not only factual information about your department but also to contribute to a more positive understanding and attitude among departments. Therefore, content and approach are equally important.

In addition, it is important to keep in mind that staff development programs such as departmental seminars are costly to the Library in terms of staff time. Therefore, the presentations should be relevant and effective.

CONTENT

1. Determine the main emphasis of the presentation. Possible topics for the presentation might include: overall departmental responsibilities, processes and/or procedures, new developments, problem areas, etc. In determining areas to cover you might also consider what type of questions you get from staff about your department, what was most perplexing to you and others as they joined your department, or what was most interesting.
2. Prepare an outline of the presentation, and where needed more detailed information on each area to be covered.

STRUCTURE

1. Determine the order of the presentation carefully insuring that there is a logical sequence to the information.
2. Determine how you want to present information as well as allow for questions and discussion. You may want to spend 20-30 minutes in providing information to the group and then spend the remainder of the hour in discussion and answering questions. Or, you may structure the presentation to encourage full discussion of each topic as you present it.
Either way it is important to allow ample time for discussion of topics the staff find of interest.

MATERIALS & AIDS

1. Review carefully any written materials you plan to use to assess their usefulness. Handouts need not be for staff to keep but only to use while at the seminar. Because the cost of duplicating is high only essential materials should be copied for staff.
2. Consider the use of audio-visual aids to increase the interest and variety of the presentation -- i.e., organizational chart of department, flowchart of processing in department; overhead projector, newsprint, videotape, slides, etc.

PRESENTORS

1. Choose the presentors carefully. They should be individuals who not only have knowledge and experience but have an ability to relate that knowledge to others in an effective way. The individual(s) should be relaxed, have an open attitude, toward questions/suggestions, and have a positive attitude toward the department, and the Library. The individual(s) should be able to present information in a clear, concise and interesting manner.

2. You may want to ask more than one of your staff members to participate in the presentation since this can provide variety in styles and viewpoints. If you have more than one presenter, you need to insure that the entire presentation is coordinated and each individual is clear on his/her role.
3. If a presenter has never had experience in this area, then he/she should go over the material carefully. You might want to consider having the presentation given to members of your department first for the purpose of comments and refinement before presentation to the full staff.

EVALUATION

In order to provide feedback to the presenting department as well as other Library departments planning presentations, we will want to plan for some type of evaluation of each presentation.

LOCATION/TIME

1. The presentations will be held in either the staff lounge or Room 208 depending on availability.
2. The department head should insure that the room is reserved.
3. Each departmental presentation should be planned for no more than one hour.
4. Schedules for presentation should be coordinated with the Assistant Director for Personnel in order to minimize conflicts with other Library activities.
5. Announcement of presentation should be placed in the Innocent Bystander and each department should receive an announcement for circulation to staff.

The University of Connecticut Library
Library Personnel